

# Exploring the mechanisms influencing the occupational well-being of early childhood teachers - -A qualitative study based on the JD-R model

JIANG Wen Xia<sup>1</sup>, HSIEH Tsung Shun<sup>2\*</sup>

<sup>1,2</sup> Krirk University, Thanon Ranon Intra, Khwaeng Anusawari, Khet Bang Khen, Krung Thep Maha Nakhon 10220, Thailand

---

## Abstract:

Early childhood teachers' occupational well-being contributes to the quality of their early childhood education and meets the needs of families as well as a society for the work of early childhood teachers. There is still a lack of qualitative research on the occupational well-being of early childhood teachers. The article conducted in-depth interviews with 10 teachers from three kindergartens in Chongqing, coded and analyzed the interview contents using rooting theory, and constructed an influence model of early childhood teachers' occupational well-being based on the Job Demands-Resources (JD-R) model theory, including four main categories of competency, burnout, occupational stress, and occupational identity, to further explain the influence mechanism of early childhood teachers' occupational well-being.

**Keywords:** Early Childhood Teachers; Occupational Well-Being; Job Demands-Resources Model;

## 1. Introduction :

In today's society, a career in early childhood education represents a responsibility for the training of language skills, emotional and academic achievement, as well as the warmth and safety of children during their development. The demands on the early childhood teaching profession are therefore increasing day by day and the stress levels are multiplying (Lofdah, 2014). The working environment of many teachers leads to a psychological experience that makes them more prone to emotional negativity. To ensure quality development of children's education, early childhood teachers need not only to be physically healthy in different working environments, have a wealth of knowledge and number of skills in care and education, but more importantly, they need to have a better psychological state - a sense of occupational well-being. The occupational well-being of early childhood teachers is an ongoing positive experience, and teachers need to focus on and enhance this experience in the daily care and education of children. Exploring the factors and mechanisms that influence it is a hot topic of research. Given the sufficient explanatory power (Bakker & Demerouti, 2014), high endorsement (Lazarus, 2000), and strong generalization (Fernet, Austin & Vallerand, 2012) of the Job Requirements-Resources model (hereafter referred to as the JD-R model) in the area of occupational well-being, which the study used as an important theoretical foundation, aimed to explore the effects of early childhood teachers' competence, occupational stress, occupational identity, and burnout on occupational well-being. Therefore, this study used it as an important theoretical foundation to exploring the mechanisms by which early childhood teachers' competence, occupational stress, occupational identity, and burnout affect occupational well-being.

## **2. Literature Review :**

### **2.1 Research related to occupational well-being :**

Although working conditions and their impact on the well-being of early childhood teachers have been discussed considerably both nationally and internationally, there have been relatively few attempts to understand this relationship using comprehensive theoretical models. Bakker and Demerouti (2014) outlined several limitations of current research on occupational well-being, some of which are also relevant in the context of the preschool field. First, current models typically focus on one aspect of teacher well-being, such as stress/burnout (Fimian & Blanton, 1987), job engagement/motivation (Rothmann & Jordaan, 2006), or job satisfaction. Although some studies have focused on multiple aspects of teacher well-being, such as job satisfaction and job stress (Kashefi, 2009), these studies have typically not explored these aspects within a theoretical framework that would facilitate understanding the different interactions between multiple aspects of teacher well-being and the work environment.

### **2.2 Application of JD-R model in the field of occupational well-being :**

According to the JD-R model (Bakker & Demerouti, 2014): first, relevant job characteristics can be divided into job demands and resources (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Among them, job demands involve physical, social, and organizational aspects of work, and when the job demands exceed the work capacity of employees, they cause stressful job characteristics. In fact, job demands are environmental stressors (Demerouti et al., 2001), which mainly include workload, time pressure, job responsibilities, worker-family conflicts, interpersonal demands, emotional demands, and physical environment. Work resources involve physical, psychological, social, and organizational aspects of work and mainly include external resources such as work control, social support, participation in decision making, task diversity, and feedback rewards (Demerouti et al., 2001). Also, the main effects on job well-being, job demands, and resources are manifested by triggering two potentially relatively independent psychological processes (Bakker & Demerouti, 2014). The first is the stress process, also known as the health damage process or the energy depletion process, which means that continuous work requires depleting workers' physical and mental resources, bringing about problems such as job burnout, which leads to undesirable outcomes such as the intention to leave and low occupational well-being; the second is the motivational process, which means that job resources have a motivational function that triggers motivation and increases work engagement, resulting in high occupational well-being and high performance. Finally, there may be an interactive relationship between job requirements and resources that have a joint impact on occupational well-being (Bakker & Demerouti, 2014). Specifically, on the one hand, job resources may mitigate the effect of job requirements on occupational well-being; on the other hand, job requirements may amplify the effect of job resources on occupational well-being. The study intentioned of this study was to explore the factors influencing the occupational well-being of early childhood teachers today through a qualitative research approach based on the JD-R model theory. By Bakker & Demerouti (2014), the stress process is mainly a negative process generated by burnout. Burnout is a state of depletion that occurs when individuals doubt the value of their profession and their ability to do their job (Schaufeli, Leiter, & Maslach, 2009), and studies have found that teacher

occupational stress is an important risk factor for burnout. In fact, teachers' occupational well-being is the result of a combination of risky and protective factors. In addition to risk factors such as occupational stress and burnout, individual resources such as teacher competency are important protective factors (Akkermans, Schaufeli, Brenninkmeijer, & Blonk, 2013), and teacher competency may enhance occupational well-being through the mediation of occupational identity. The main reason for this is that: Occupational identity is an individual's recognition and acceptance of the profession, whereby he or she behaves accordingly (Wang, Zhang, & Liu, 2014). According to the motivational process of the JD-R model, which further extends job resources as external resources to internal individual resources such as competencies (Bermejotero, Prietoursúa, & Hernández, 2015), those early childhood teachers who have competencies-personality, nurturing orientation, and professionalism, among others (Mills, Mockler, Stacey & Taylor, 2020), may be more likely to recognize and accept the profession they are in, be more willing to work to commit, and be more likely to have positive experiences. In addition, according to the JD-R model, there is another important pathway for the joint effect of job requirements and resources on occupational well-being, which is that job requirements amplify the effect of job resources on occupational well-being (Bakker & Demerouti, 2014), i.e., they amplify the motivational process. Given that occupational identity may be an important part of the motivational process that affects occupational well-being and that both internal individual resources and external job resources have core values (Hobfoll & London, 2011) with a motivational role, there is congruence (Akkermans et al., 2013).

Wang, Zhang and Liu (2014) explored the mechanisms of early childhood teachers' competency, occupational stress, occupational identity, and burnout on occupational well-being using the JD-model and quantitative analysis. The results of the study found that early childhood teachers' competency could enhance occupational well-being through occupational identity as a mediating variable, and burnout and occupational identity were also mediators of occupational stress in reducing occupational well-being; early childhood teachers' occupational stress amplified the effect of competency on occupational identity, and competency alleviated the effect of occupational stress on burnout (Wang, Huang, & Zhang, 2017). This study verified the interaction between factors in the JD-model between job requirements and resources, and also pointed out that the focus of enhancing early childhood teachers' occupational well-being could be focused on how to reduce their burnout and enhance their occupational identity.

### **3. Research Design :**

#### **3.1 Research Methodology :**

Based on the above review and the JD-R model as the theoretical basis, the above-mentioned content is analyzed in qualitative research. The qualitative research method is "an activity that uses the researcher himself as a research tool to investigate social phenomena as a whole in a natural context using a variety of data collection methods, analyzing data and forming theories using an inductive approach, and gaining an interpretive understanding of the behavior and construction of meaning through interaction with the research subject". The qualitative research method enables the description of things at a micro level, grasping the complexity of things through open-ended data collection and investigation, which leads to a more in-depth analysis. Grounded theory was first proposed by Glaser & Strauss (1967), who defined it as

fitting the situation under study and working in the real context, meaning that the categories must be easily known from the research data and that it must be meaningful to explain the relevant behavior of the subject under study. Decades later, Strauss and Corbin (1994) argued that rooted theory is generalized from the context of the study so that it is discovered, developed, and confirmed by the systematic data collection and analysis were previously done on a context.

This study collected primary data through in-depth interviews and coded them level by level to refine relevant concepts and categories and find the relationship between the categories, to build a model of the influence mechanism of early childhood teachers' occupational well-being. At the same time, based on the idea of the rooted theory, before the study, the researcher did not bring inherent views or preconceived assumptions about the research results, but based on the collected materials and Based on this, in-depth analysis and induction are conducted to construct a theory of empirical facts from the bottom up. Due to geographical constraints, interview activities are not limited to face-to-face communication, but can also be conducted by telephone, voice, video, WeChat, and QQ. To ensure the validity of the interviews, this study designed an interview outline and asked open-ended or semi-structured questions when conducting the interviews. The original materials were retained by means of audio recording and other means to ensure the completeness and accuracy of the interview data.

### **3.2 Study population and sample :**

In this study, three inclusive kindergartens in Chongqing, a total of 10 kindergarten teachers, with an age range of 23 to 45 years old, were selected as the study sample, and this study was conducted during March 2021. 10 interview subjects were finally identified by the initial screening of the three kindergarten teachers selected. The interviews were conducted by face-to-face interviews and voice communication through the medium of WeChat, and the cumulative length of all recordings was 278 minutes, with an average of approximately 28 minutes per interviewee. The specific information of the interviewees is shown in Table 1.

Table 1 Basic information of interviewees

Number	Gender	Time spent in the early childhood teaching profession	Affiliated kindergartens/permanent or contract staff
T001 (File name: 530)	Female	3 years	Kindergarten A/permanent staff
T002 (File name: 043)	Female	6 years	Kindergarten A/permanent staff
T003 (File name: 826)	Female	3 years	Kindergarten A/permanent staff
T004 (File name: 111)	Female	8 years	Kindergarten B/permanent staff
T005 (File name: 347)	Female	0.5 years	Kindergarten B/permanent staff

T006 (File name: 720)	Female	8 years	Kindergarten B/permanent staff
T007 (File name: 629)	Female	3 years	Kindergarten B/contract staff
T008 (File name: 353)	Female	1.5 years	Kindergarten C/permanent staff
T009 (File name: 748)	Female	7 years	Kindergarten C/permanent staff
T010 (file name: 937)	Female	2 years	Kindergarten C/permanent staff

Source: Compiled by this study

### 3.3 Research tools :

In the process of qualitative research, data analysis requires a lot of time and effort, so this study uses Nvivo 11.0 software to code and analyzes the data. The powerful visualization interface and coding function can save time, improve efficiency, and increase the accuracy of analysis, so as to find the connections and patterns in the data more easily. In this study, coding is achieved by creating free nodes and tree nodes. In this study, free nodes refer to independent nodes that have no clear logical connection with other nodes for the time being; tree nodes refer to nodes that are built according to a hierarchical structure. In this study, Nvivo software is used to analyze the data, which can improve the accuracy and efficiency of the analysis. The main path of coding goes toward detail analysis. Nodes need to be created directly for detail coding, and then the nodes are merged and grouped to form relevant categories. As shown in Figure 2, the word frequency analysis feature embedded in NVivo 11 visually shows the main focus of the raw data. Teachers, young children, and status are the top three keywords, and the neutral words "problem" and "need" also have high frequencies, perhaps tapping into the deeper issues that influence preschool teachers' occupational well-being; in addition, words such as parents, kindergarten, leave, comparison, well-being, and workload are surrounded in the outer circle. The overall overview shows that the influencing factors of early childhood teachers' occupational well-being include several aspects.



Figure 2 Word cloud composition based on the text of interviewees

### 3.4 Data collection and organization :

In order to facilitate organization and coding, the interview transcripts were converted word by word into word form (including non-verbal information of the interviewees), and a total of

10 copies were used to code and analyze the interview text data using Nvivo 11.0 software under the guidance of rooting theory in order to find the factors that affect kindergarten teachers' occupational well-being. First, create a new project. Import 10 copies of the text file in word form into the software. Second, establish the free nodes. This is the most important and critical step of the data analysis, on which the subsequent analysis and coding are based. As far as possible, the 10 texts were coded one by one, discarding personal "preconceptions" and prior experience. We read each text word by word, and created free nodes on the basis of preserving the original meaning of the text, fully understanding the meaning of the original discourse, and using words that are consistent with or similar to the text as much as possible for coding.

Third, secondary nodes were established. The free nodes with similar meanings were merged and categorized, and a total of 16 secondary nodes were established. Subsequently, for each interviewee statement was summarized and summarized, and the final summarized results also included: personality traits, nurturing and professionalism, career cognition, social status and emotion, social interpersonal relationship, workload, career expectations, leadership support, compensation and development, early childhood factors, emotional exhaustion, de-personalization, low achievement, enthusiasm for career development autonomy, emotional feelings, and social well-being feelings formed by the class relationship.

Fourth, establish the first-level nodes. The core concepts of the second-level nodes were extracted to establish the tree-like nodes, i.e. the first-level nodes, and the logic and correlation between the nodes at all levels were checked, and the first-level nodes were adjusted. Meanwhile, according to the theoretical basis of JD-R model, through integration, five first-level nodes were constructed, namely, competency, occupational identity, job stress, burnout, and occupational well-being, covering a total of 16 second-level nodes and 323 coding reference points.

Table 2 Number of node references and enumeration statistics

Serial number	Level 1 Node	Secondary Nodes	Coding reference points	
1	Competence	Personality Traits	23	57
		Parenting and Professionalism	34	
2	Professional Identity	Career Awareness	25	68
		Social status and emotions	22	
		Social interpersonal relationships and identity	21	
3	Occupational Stress	Workload	10	85
		Career Expectations	19	
		Leadership Support	20	

		Compensation and Development	14	
		Class Management	22	
4	Burnout	Emotional depletion	22	58
		Depersonalization	18	
		Low achievement	11	
5	Professional Happiness	Passion for autonomy in career development	16	48
		Emotional feelings	18	
		Social happiness feeling	14	

Source: Compiled by this study

#### 4. Analysis of Research Results :

This study used rooting theory to qualitatively analyze the data through 3 steps of open coding, spindle coding, and selective coding, and theoretical saturation tests to ensure research validity. In this study, the interview transcripts alone were studied and analyzed, and sentences closely related to the study content were selected for conceptualization, and the concepts were categorized and further categorized. Next, the respective coding results were cross-referenced with each other one by one, and the same coding content was adopted for further analysis of the coding content. In this process, concepts that occurred less than three times and could not be categorized were eliminated. The process of open coding, spindle coding, selective coding and theoretical saturation testing is as follows.

##### 4.1 Open coding :

The text was open coded line by line, sentence by sentence, and through this process the concepts and their characteristics and dimensions could be identified and developed. The steps involved naming and categorizing similar events and situations to form categories, resulting in a list of coding codes and categories (See Appendix).

During the overall study, the 323 coded reference points were gradually clustered into their potential themes, or secondary nodes, using a comparative approach; nodes with fewer than three items were eventually deleted or subsumed, resulting in 16 secondary nodes.

##### 4.2 Axial coding :

Axial coding aims to present the categories and the relationships between them according to the coding pattern, and is a complex process consisting of multiple steps of inductive and deductive thinking to link the lower-level categories to the main categories. The above 16 categories were grouped into 5 main categories by axial coding, as shown in Table 4.

Table 4 Results of axial coding formation

Main Category	Sub-categories	Inter-category relations	The connotation of relationship
1. Competence	Personality Traits	Early childhood teachers' evaluation and self-assessment of the personality traits required for the profession	Individual Resources for Early Childhood Teachers
	Parenting and Professionalism	Two key communication targets: "children" and "parents"	
2. Professional identity	Career Awareness	Early childhood teachers' perceived assessment of their profession	Environmental Resources for Early Childhood Teachers
	Social status and emotions	Early childhood teachers' perceptions of society's evaluation of their profession	
	Social support and recognition	The extent to which early childhood teachers perceive their family, friends, and colleagues to be supportive of their profession	
3. Occupational pressure	Workload	Stress from "miscellaneous" work outside of your job	Job Requirements and Stress of Early Childhood Teachers
	Career Expectations	Parents' "babysitting" perceptions and communication problems	
	Class Management		
	Leadership Support	Leadership style, characteristics and advantages of public kindergartens	
	Compensation and Development	Social status and treatment, career development	
4. Burnout	Emotional depletion	Main causes of emotional exhaustion	Causes of burnout in early
	Depersonalization	Adaptable universal phenomenon	

	Low achievement	Major sources of achievement for early childhood teachers	childhood teachers
5. Professional happiness	Personal Career Development	Personal Growth and Career Development	The three dimensions of professional well-being (Professional, Affective and Social well-being)
	Emotional feelings	Joyful satisfaction in the profession of early childhood teaching	
	Social Interpersonal Relationships	Interpersonal harmony in the early childhood teaching profession	

Source: Compiled by this study

### **(1) Competence :**

Judging by the number of coded reference points, there are 57 reference points for personality traits, parenting and professionalism summarized in this section, accounting for about 17.6% of the total. In terms of personality traits. The respondents' evaluation and self-assessment of the personality traits of early childhood teachers showed that early childhood teachers need to have personality traits such as love, patience, attentiveness, tolerance, ability to bear hardships, diligence in learning, and good communication skills. In terms of parenting and professionalism. In addition to the professional knowledge and good work ethics that early childhood teachers should have, several teachers interviewed also coincidentally talked about the importance of communication skills, as interviewee T004 said, "You put this is a basic one because kindergarten teachers are mainly educating young children and serving parents which are two very important... The two key communication targets are "children" and "parents". You have to understand some of the educational methods of young children, and you have to communicate with young children in this environment to a certain extent, how to say, that is, what your teacher said you have to find a way to use certain ways and means for children to listen to, and implement, and then parents are also to parents some difficulties, you have to give a certain solution. (Interviewee T004)

### **(2) Professional identity :**

Based on the number of coded reference points, there were 68 reference points for career perceptions, social status and emotions, and volitional factors categorized in this section, accounting for about 23.2% of the total. In terms of career perceptions, the respondents' assessment of their own career showed that they generally thought that the working environment in kindergartens was relatively simple and that they thought they were suitable to become kindergarten teachers, expressing their level of recognition of the kindergarten teaching profession. In terms of social status and emotions, the overall opinion of the interviewees was that the status of kindergarten teachers was low in the overall social environment, and that the public did not know enough about the professionalism of kindergarten teachers, and that many parents regarded kindergarten teachers as "babysitters". Interviewee T005 pointed out, "When I first talked to my relatives and friends at school about kindergarten teachers, many of them did not particularly approve of the profession, and felt

that sometimes they could teach even a junior high school student who had not studied at university. The "Early Childhood Teacher In terms of social support and recognition, the degree of professional recognition of kindergarten teachers is also influenced by the degree of support and recognition among family, friends, and colleagues, and the respondents in this study also generally expressed that they received social support from their family, friends, and colleagues for their careers in kindergarten teaching.

### **(3) Occupational stress :**

Judged by the number of coded reference points, the workload, career expectations, classroom management, leadership support, and compensation and development categorized in this section had 85 reference points, accounting for approximately 26.3% of the total. In terms of workload, many respondents mentioned that their professional workload and stress were largely related to "miscellaneous" tasks outside of their own jobs. For example, respondent T003 mentioned, "...I think I still say that when I'm with my children, I really never feel tired, but it's the extra tasks that make you feel annoyed and just want to. Yeah, just want to do a good job facing the kids on the job, yeah, just want to do that kind of work. Interviewee T008 also thought, "In terms of myself, there are a whole range of things other than our education and teaching work, and those things outside of work can make people feel tired, rather than the work itself making me tired.

In terms of professional expectations and classroom management, a key viewpoint expressed by respondents was mainly about parents' perceptions of the early childhood teaching profession and communication with early childhood teachers. Respondent T001 mentioned, "I think they don't expect much from us...they think we just watch the children like nanny aunts, so they don't know that our professional aspect is also important..." Parents' professional expectations and perceptions of kindergarten teachers also influence their perceptions of kindergarten education and their communication with kindergarten teachers Interaction. Interviewee T003 mentioned, "...because some parents really communicate with him seriously about their children's behavior or problems, but he actually feels that you don't feel that he takes it to heart, he may be more concerned if you tell him what your children have learned today, what they have learned..." Interviewee T006 also expressed the helplessness of some parents have "nanny" perception: "really in the community when people are lined up are really how, not lined up we he feels that you this honestly really a large part of part of the people he is he is feeling or part of the kind of what is called nanny component ... Why do they feel because this is the nature of work with us, our work is not only Just teaching, simply speaking, we are combined with teaching...but we are engaged in our work content, he will be from the purely miscellaneous nanny work content, right? He necessarily he will put that thing magnified, the teaching that piece of stuff narrowed in the mind of the person, this is this problem I think there is no way. In terms of leadership support, respondents generally expressed that their leaders were supportive of frontline teachers' work, but some respondents indicated that their leaders' positioning and setting of kindergarten tasks were too complicated, a problem that echoes the previous issue of "workload" chores. In addition, public kindergartens have the advantage of more organizational resources, which can provide more resources to help kindergarten teachers compared to private kindergartens, and also affects the pay and development of kindergarten teachers. Respondents who are employed as regular teachers are more satisfied with their income. Respondents also hope that the state

will improve the social status of early childhood teachers, their salaries and benefits, and the respect of parents, so that the general environment for early childhood teachers will become better.

#### **(4) Burnout :**

Long-term occupational stress may further contribute to burnout. Based on the number of coding reference points, there were a total of 58 reference points for emotional exhaustion, depersonalization, and low sense of achievement in the burnout section, accounting for about 17.9% of the total. In terms of emotional exhaustion, many respondents identified "chores" outside of their job as the main cause of emotional exhaustion. Interviewee T006 mentioned, "First of all, as a public school, he sometimes has to meet some tasks from above, yes. We have to meet some tasks from above, right? We have to do things that have nothing to do with our teaching...but the rest of the work is actually very complicated, so it's not that I'm tired of teaching children, really I keep telling them, I say I'm happy teaching children, I say I like it best when I'm in class, you don't want me to go to the office, the office is not doing anything, but there is a meeting here, there is something to do, there is an inspection here. Here to come to check. So much information you have to make up..." Interviewee T008 also thought, "It's very tiring to feel right about these things, but it's because they take up so much of our time that we don't have the energy. It's like our new teacher. We have one morning a week to discuss with experienced teachers about how to teach our classes for the next week, but all these things are taken up and we don't have time to discuss them. A lot of energy is spent on things other than work. In terms of depersonalization, many respondents reported that after a full day of teaching in kindergarten and other work, they feel completely unmotivated to do other things and do not want to talk, but they also said that this phenomenon can be adjusted. In terms of the discussion of low achievement, respondents generally felt that working in early childhood education itself would lead to a high sense of achievement. Respondent T001 said, "I feel that I can influence others, I still feel very happy to influence others in a positive way, including the children in my class, I also let them try to make their voices heard, so that they do not feel that the teacher is a superior being, I want them to think of me as a friend, I think that many times they really think of me as a friend. ...but I think it's still fun to be able to change kids and my peers.

#### **(5) Occupational well-being :**

Based on the number of coding reference points, there are 48 reference points for personal career development, emotional feelings, and social and interpersonal relationships, which account for 14.8% of the total. In terms of personal career development, several respondents mentioned personal growth and balance between work and other aspects of life, such as respondent T004, who said, "There is so much room, yes, because I want to be more comfortable and smooth, and then expand my experience to something I like. And although work is also my favorite, but his work is only this part, I want to expand a little more, such as interpersonal, such as the expansion of friends, family relations, I still want to continue to improve their professional skills or ways and means of work, and then save some of their own experience, and then let the expansion of their own life outside the work of some other life. In terms of emotional feelings, many interviewees also mentioned the happiness and satisfaction they get from working as an early childhood teacher, as interviewee T007 said, "I think there

is, for example, teaching something to children and then the children give me feedback, I can feel so satisfied that tomorrow morning the children call the teacher, because I see the children are particularly happy every day, and then also the parents are also because at the beginning, they think how parents do not communicate well. I think the parents are not good at communicating, and I feel that our parents are quite cold, and now I feel like I am getting along with them, and I feel that this is enough to achieve the recognition I want to get. In terms of social interpersonal relationships, respondents also generally reported that they get along harmoniously among colleagues in kindergarten and have a sense of belonging. For example, "How is Ms. D, how is the nursery teacher, and how is the other teacher? You three are a perfect team, so you should not be separated and stay in kindergarten. (Interviewee T004) and "I think kindergarten is a big family. (Interviewee T005)

#### **4.3 Selective coding :**

The purpose of this step is to identify the core categories around which other proposed categories can be grouped and integrated to form a complete "story line". This study was organized to form three story lines.

##### **Story Line 1:**

①Personality Traits - ③Career Perceptions - ⑥Workload - ⑪Emotional Exhaustion - ⑬Low Achievement. Early childhood teachers need to evaluate and self-assess their personality traits to construct their own individual resources (competencies) and to begin to establish their own environmental resources (professional identity) for their careers in early childhood education through their cognitive assessment of the profession. From the interview data of the respondents, we can see that there are many chores in kindergartens that are not part of the ECE job, which is the main source of occupational stress, burnout, and emotional exhaustion. The most important factor that can effectively relieve occupational stress and burnout is the sense of accomplishment that can be obtained from the work of kindergarten teachers, in addition to their own occupational resources.

##### **Story Line 2:**

②Parenting and Professionalism - ④Social Status and Emotions - ⑦Professional Expectations - ⑧Classroom Management - ⑨Leadership Support - ⑩Compensation and Development. Another factor that affects the individual resources (competencies) of early childhood teachers is nurturing and professionalism, of which the ability to communicate well with "children" and "parents" is critical. The low status of early childhood teachers in the overall social environment and the lack of public awareness of the professionalism of early childhood teachers are disadvantages of the professional environment of early childhood education. In addition, parents' perceptions of kindergarten teachers as "nannies" affect their perceptions of kindergarten education and their interactions with kindergarten teachers, causing difficulties in their work. The organizational characteristics of public kindergartens have some advantages in terms of the welfare benefits of kindergarten teachers, but the overall social status of the profession and the perception of and respect for kindergarten teachers need national policy input and public support

**Story Line 3:**

⑤Social Support and Identity -⑫ Depersonalization. The interviews revealed that the interviewees had a high level of support for their careers in their own life circles of family, friends, and colleagues. Although depersonalization often occurs at work, they are generally able to adapt well and continue to work. In story line 1, competency and professional identity in work resources are important personal and environmental resources for ECE teachers to engage in the profession, and they are assets for coping with the demands of the job (Miscellaneous work in and outside preschool education). If they are able to cope well, they can derive joy and satisfaction from their job (15 Emotional Feelings), relieve burnout from miscellaneous work outside of their job, and even pursue further personal growth and balance between work and life (14 Personal Career Development). In Story Line 2, the social status of early childhood teachers and the public's perceptions and expectations of early childhood teachers become the main focus, both as a job requirement (occupational pressure) and as a job resource. The more parents and society recognize the professionalism of ECE teachers in terms of "teaching and learning at the same time," the more the state and society will support them, and the more resources they will have for their work. Conversely, the more difficult it is for teachers to communicate with parents, the more stressful the work demands are, and the less likely it is that teachers' personal growth, career development, and emotional well-being will be affected, and the less likely they will be able to achieve harmony and acceptance in social relationships (16 Social Relationships). Finally, although the effect of story line 3 on teachers' professional well-being is weak, the interrelationship between job resources and job demands can be seen.

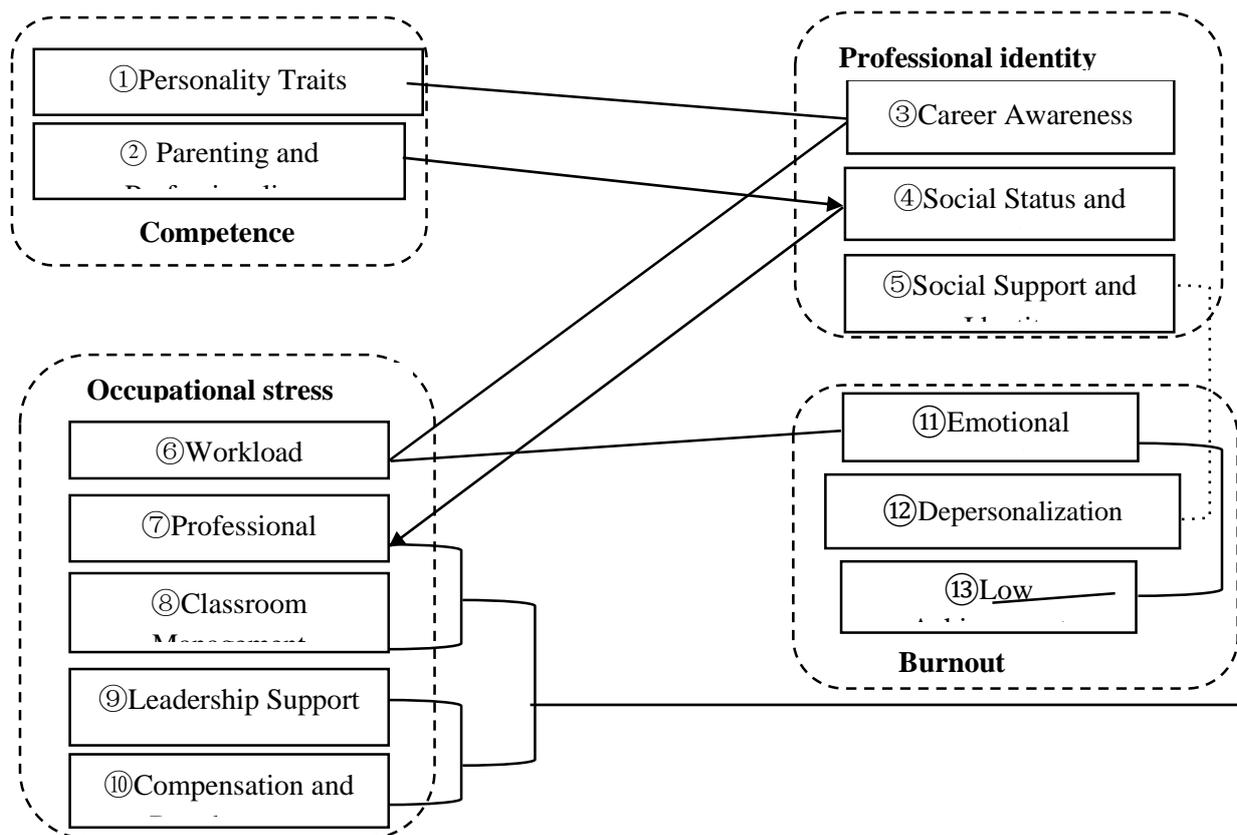


Fig. 3 Influential relationships of early childhood teachers' professional well-being under the JD-R model

### 5. Conclusion :

In this paper, 10 kindergarten teachers from three kindergartens in Chongqing were studied and their occupational well-being was rooted based on the JD-R model theory, and the following conclusions were drawn after in-depth interviews and analysis: (1) The results support the joint influence of job resources and job demands on occupational well-being in the JD-R model. Job resources are mainly composed of individual resources (competence) and environmental resources (professional identity), and job demands can be divided into two parts: occupational stress and burnout. (2) Early childhood teachers' competence is closely related to occupational identity, and occupational identity interacts with occupational stress, indicating that individual resources and environmental resources are inseparable, while environmental resources and occupational stress are one and two sides. (3) Social support and identity in occupational identity, and depersonalization in burnout were analyzed in this study and their effects were not significant, so we can try to delete them in future studies. (4) The main cause of early childhood teachers' burnout is the "extra-early childhood teaching chores" factor, which appears repeatedly in career perceptions and workload, and is also a major disturbing factor in early childhood teachers' occupational well-being. (5) Having the resources to work and to focus on their own work in ECE is a major contributing factor to professional well-being. (6) Early childhood teachers' social status and career expectations are both job demands (occupational stress) and job resources, but have less impact on burnout. (7) Communication between ECE teachers and parents is also affected by ECE teachers' social

status and occupational expectations, and thus is a facilitator or disruptor of occupational well-being. The purpose of this study is to clarify the concepts of competency, occupational identity, occupational stress, burnout, and occupational well-being in the JD-R model, and to understand how job resources and job demands jointly affect the occupational well-being of kindergarten teachers in the context of Chinese kindergartens. Future research can continue to explore the causes and effects of "miscellaneous work outside of the ECE job" in Chinese kindergartens, as well as to explore parents' expectations of ECE teachers, and the social status and professional development of ECE teachers. The research method can also be combined with quantitative research methods to further validate and revise the JD-R model scales. In terms of research perspectives, research methods, and theoretical enrichment, this study will contribute to the development of research on the professional well-being of early childhood teachers.

### Reference :

1. Akkermans, J., Schaufeli, W. B., Brenninkmeijer, V., & Blonk, R. W. B. (2013). The role of
2. career competencies in the Job Demands—Resources model. *Journal of Vocational*
3. *Behavior*, 83(3), 356-366.
4. Bakker, A. B., & Demerouti, E. (2014). Job demands–resources theory. *Well-Being*, 3, 1–28.
5. Fimian, M. J., & Blanton, L. P. (1987). Stress, burnout, and role problems among teacher
6. trainees and first-year teachers. *Journal of Organizational Behavior*, 8(2), 157-165.
7. Bermejotero, L., Prietoursúa, M., & Hernández, V. (2015). Towards a model of teacher
8. well-being: personal and job resources involved in teacher burnout and engagement. *Educational Psychology*, 36(3), 1-21.
9. Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-
10. resources model of burnout. *Journal of Applied Psychology*, 86(3), 499-512.
11. Fernet, C., Austin, S., & Vallerand, R. J. (2012). The effects of work motivation on employee
12. exhaustion and commitment: an extension of the JD-R model. *Work & Stress*, 26(3), 213-
13. 229.
14. Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: strategies for
15. qualitative research. *Social Forces*, 46(4), 133-141.
16. Hobfoll, S. E., & London, P. (2011). The relationship of self-concept and social support to
17. emotional distr. *Journal of Social & Clinical Psychology*, 4(2), 189-203.
18. Kashefi, M. (2009). Job satisfaction and or job stress. *Current Sociology*, 57(6), 809-828.
19. Lazarus, R. S. (2000). Toward better research on stress and coping. *American Psychologist*,
20. 55, 665– 673.
21. Lofdahl, A. (2014). Teacher-parent relations and professional strategies: a case study on
22. documentation and talk about documentation in a Swedish preschool. *Australasian*
23. *Journal of Early Childhood*, 39(3), 103-110.
24. Mills, M., Mockler, N., Stacey, M., & Taylor, B. (2020). Teachers' orientations to educational
25. research and data in England and Australia: implications for teacher professionalism.
26. *Teaching Education*, 2(2), 1-22.
27. Rothmann, S., & Jordaan, G. M. E. (2006). Job demands, job resources and work
28. engagement
29. of academic staff in South African higher education institutions. *SA Journal of industrial*
30. *psychology*, 32(4), 87-96.

28. Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Engineering Management Review, IEEE*, 38(4), p.4-18.
29. Strauss, A., & Corbin, J. (1994). Grounded Theory Methodology: An Overview. *Handbook of Qualitative Research Thousand Oaks Sage Publications*. 32(4), 87-96.
30. Wang G., Huang X., & Zhang D. J. (2017). Effects of Occupational Stress and Psychological Capital on Occupational Well-Being among Kindergarten Teachers: Effects of Coping Way and Culture. *Psychological and behavioral research*, 15 (01), 83-92.
31. Wang G., Zhang D. J., & Liu X. Q. (2014). The Effect Mechanism of Kindergarten Teachers' Occupational Stress, Psychological Capital and Occupational Identity on Their Occupational Well-being. *Psychological development and education*, 30 (04), 442-448.
32. Berdimuratova, A. K., & Mukhammadiyarova, A. J. (2020). Philosophical and methodological aspects of the interaction of natural environment and man. *International Journal of Pharmaceutical Research*. <https://doi.org/10.31838/ijpr/2020.12.03.235>
33. Pirnazarov, N. (2020). Philosophical analysis of the issue of spirituality. *International Journal of Advanced Science and Technology*, 29(5).
34. Pirnazarov, Nurnazar; Eshniyazov, Rustam; Bezzubko, Borys; Alimov, Atabek; Arziev, Amanbay; Turdibaev, Alauatdin; ,Bachelor degree programs in building materials technology, *European Journal of Molecular & Clinical Medicine*, 7, 10, 1780-1789, 2021,
35. Nurnazar, Pirnazarov; ,Scientific and Philosophical Analysis of the Concept of «Spirituality», *Адам ?лемі*, 83, 1, 3-10, 2020, "050010, Алматы ?аласы, «Философия, саясаттану политология и религиоведения ..."
36. Алима, Бердимуратова; ,Хабар ?ам оны изетрлеудин философиялы? методологиялы? усыллары, *Вестник КГУ*, 47, 2, 127-130, 2020, Государственный университет имени Бердаха
37. Бердимуратова, Алима; ,ТІЛЕУБЕРГЕН Ж?МАМ?РАТОВ ШЫ?АРМАШЫЛЫ?Ы ФИЛОСОФИЯЛЫ? АНАЛИЗДІ? ОБЪЕКТІ РЕТІНДЕ, *Адам ?лемі*, 85, 3, 19-27, 2020, ?аза?стан Республикасыны? м?дениет ж?не а?парат министрлігі А?парат ж?не ...
38. Алима, Бердимуратова; ,Хабар ж?мийети т?синиги: теориялы?-категориялы? анализлеу тийкарлары, *Вестник КГУ*, 47, 1, 144-149, 2020, Каракалпакский государственный университет
39. Pirnazarov, Nurnazar; Utebaev, Madiyar; ,METHODS AND FORMS OF GREETINGS, *Scientific enquiry in the contemporary world: theoretical basics and innovative approach [L 26]*, 2016,
40. Alimbetov Yu., Pirnazarov N; ,Culture: tradition and novation, *East European Scientific Journal*, 54, 2, 38-41, 2020, "Aleje Jerozolimskie 85/21, 02-001 Warszawa, Polska"
41. Pirnazarov, Nurnazar; ,Structural model of spirituality as a philosophical phenomenon, *Адам ?лемі*, 88, 2, 10-17, 2021,
42. Pirnazarov Nurnazar Rashid uli. (2021). Spirituality of the Human Being as A Philosophical Problem. *Zien Journal of Social Sciences and Humanities*, 1(1), 15–20. Retrieved from <https://zienjournals.com/index.php/zjssh/article/view/>
43. Sultanov Atabek, & Pirnazarov Nurnazar. (2021). The Phenomenon of Mass Culture. *Zien Journal of Social Sciences and Humanities*, 1(1), 49–52. Retrieved from <https://zienjournals.com/index.php/zjssh/article/view/19>
44. Pirnazarov Nurnazar, & Sultanov Atabek. (2021). Mass culture: towards the essence of the concept. *Journal of Pedagogical Inventions and Practices*, 1(1), 40–43. Retrieved from <https://zienjournals.com/index.php/jpip/article/view/37>

47. Ul?, Pirnazarov Nurnazar Rahsid; ,INFLUENCE OF VIRTUAL REALITY ON THE SPIRITUALITY OF INFORMATION SOCIETY,Евразийский Союз Ученых,,2-2 (71),,2020,000 «Евразийское Научное Содружество»
48. Pirnazarov Nurnazar Rashid ul?. (2021). Development Of a Person’s Spirituality in Dialogue with Another. Zien Journal of Social Sciences and Humanities, 1(1), 133–135. Retrieved from <https://zienjournals.com/index.php/zjssh/article/view/83>
49. Pirnazarov Nurnazar Rashid uli. (2021). Spirituality of the Human Being as A Philosophical Problem. Zien Journal of Social Sciences and Humanities, 1(1), 15–20. Retrieved from <https://zienjournals.com/index.php/zjssh/article/view/12>
50. Gerdruang, Atiporn; Panwatanasakul, Chaipat; Nurnazar, Pirnazarov; ,THE DESIRABLE MANAGEMENT OF EDUCATION IN URBANIZATION AREA UNDER THE OFFICE OF NON-FORMAL AND INFORMAL EDUCATION IN BANGKOK THAILAND,????? (??),48,10,,2021,
51. Atiporn Gerdruang ,Chaipat Panwatanasakul, Pirnazarov Nurnazar; ,The Development of Administrators Affiliated with the Office of Non-Formal and Informal Education (NFE),Review of International Geographical Education Online (RIGEO),11,9,250-258,2021,RIGEO

**Appendix :**

Results of open coding formation

Level 1 Node	Secondary Nodes	Original representative statements (concepts)
Competence	Personality Traits	<p>I think the main thing is to be kind. And also have love. Patience. And have some communication skills. (Interviewee T004)</p> <p>Diligent learning, this is a very important point ... I think there is also a teacher who says that it is still necessary to be tolerant. (Interviewee T003)</p> <p>I think for example, the affinity what those those. And then motivation these. And suffer, I think kindergarten teachers should be ... indeed or kindergarten is still relatively hard. (Interviewee T009)</p> <p>I think first of all, you have to be patient and loving, and then you have to be very careful, because children have to be taken care of in every aspect of their lives. (Interviewee T010)</p>
	Parenting and Professionalism	<p>Kindergarten teachers need to be familiar with the 5 major areas first, and then they also need to have a more correct view of the three, because kindergarten is the place where children start learning. (Interviewee T007)</p> <p>You put this is a basic, because the kindergarten teacher is mainly to educate young children and service parents these two very important ... you have to understand some of the educational methods of young children, and you have to communicate with young children in this environment to a certain extent, how to say, that is, your teacher said you have to think of ways to use a certain way</p>

		<p>and means for children to listen to, and implement, and then Parents are also to parents some difficulties, you have to give a certain solution. (Interviewee T004)</p> <p>This piece you can know what children like, you can experience from what they like to enhance, and then the knowledge you want to teach him, through his way to understand, with the shortest words to make him understand, this is twice as good, so that the piece of early childhood psychology should be I think is very important. (Interviewee T006)</p>
Professional Identity	Career Awareness	<p>Here's the thing, at the very beginning, 5 years ago, I felt that the profession of kindergarten teacher was not compatible with my personal character, because I was more introverted, and kindergarten teachers were more outgoing or cheerful. (Interviewee T004)</p> <p>I personally like this profession, because my own personality, from all aspects or very like the professional, just like when we were undergraduates, we have 6 students in the dormitory, and finally went to kindergarten only 2, everyone left, not that the main problem is that kindergarten is too tired, just do not like to be with children, and then I myself because I like, so I think that as a teacher of young children, I think it is very important. I think it is very important for me to enjoy my career as a kindergarten teacher. (Interviewee T008)</p> <p>Fortunately, I think the work environment he is relatively simple, not particularly depressing, I think the pressure never comes from the children or parents, but from other work. (Interviewee T009)</p>
	Social status and emotions	<p>Sometimes not calm, most of the time okay, but sometimes still not calm, especially in the face of parents do not understand the time ... how or such an attitude, we give me the feeling to us as a nanny kind, you go how the kind of very nonchalant kind, sometimes I also feel that I can not control my emotions, but also I will also appear to fight with the parents of the situation Still. (Interviewee T001)</p> <p>I used to think that early childhood teachers were respected, but after talking to parents now, I think most parents still respect teachers, but a few parents think that early childhood teachers are a nanny. (Interviewee T003)</p> <p>So in fact, at the beginning of the school to talk to relatives and friends about the early childhood teacher career, many relatives may not be particularly recognized, think sometimes feel as if others have not studied in college, just</p>

		<p>a junior high school students he can also go to teach, he may feel that in many people's thinking, the social status of kindergarten teachers is not particularly high ... (Interviewee T005)</p>
	Social interpersonal relationships and identity	<p>There is also communication between young children and parents, as well as in the school, such as communication between colleagues, peer teachers, teachers are also equivalent to this profession, your peers is a certain communication between your colleagues, learning from each other, and between young children should also promote mutual interaction between young children to learn these, and then there are parents in this area, but also to face some social problems, to give We have to respond to social problems in a timely manner. (Interviewee T004)</p> <p>I would talk to our colleagues and then I would say something about me and then they would analyze it for me, and then I actually think it's a good thing to talk to my friends. (Interviewee T009)</p> <p>...I may be very excited that day, and then I have to go home and talk to my husband, and there is a channel to vent anyway, but the next day I will continue to face the parents as if nothing has happened... (Interviewee T001)</p>
Occupational Stress	Workload	<p>I think the workload is a little bit big, but for example, now I am still making efforts to write lesson plans, and growth booklets, but just using the lunch time, too much need to complete the materials, and then it gets very busy, and there is also about the environmental area materials, affairs work is too busy, so that is not busy at all. Usually when I'm not on duty, I'm always working on these things in class, so that's why I say than it's really busy and tedious, and the work is very tedious. (Interviewee T002)</p> <p>...I think I still say that when I'm with my kids, I really never feel tired, rather it's that extra other kind of task that makes you feel annoyed and just want to. Yes, just want to do a good job with the children, yes, just want to do that kind of work. (Interviewee T003)</p> <p>In terms of myself, there are a range of things that go on outside of our educational and teaching work, and these things outside of work can be exhausting, rather than the work itself being exhausting for me. (Interviewee T008)</p>
	Career Expectations	<p>I don't think they expect much from us...just assume we just watch the kids like nanny aunts, so they don't know that our professional side is also important.. (Interviewee T001)</p>

		<p>So I myself feel that there is this kindergarten teacher's social status, I think it should really should still be improved, from all the teachers slightly or to mention a little, really in the community when people are lined up are really how, not lined up we he think you this kind of honestly really a large part of part of the people he is he is still think there is a part of the kind of what is called nanny component ...Why do they think because this is the nature of work with us, our work is not only teaching, simply put, we are combined with teaching...but we are engaged in our work content, he will be from purely miscellaneous nanny work content, right? He is bound to he will put that thing magnified, the teaching piece of things narrowed in the mind of the person, this is the problem I think there is no way. Because our job content, job content you would have done the work of a nanny, why do you not admit that you are a nanny, I am a nanny, but I am a person who understands education, I am responsible for your child. I when nanny's when senior nanny. (Interviewee T006)</p>
	<p>Class Management</p>	<p>In fact, I am so good to your child, you just because of this one thing will be my previous all denied, then there will certainly still be emotions, but I think I generally after the next day will fade ... because I think how to say, you can not be through one thing to reverse some of the parents' ideas, you can only try to do a good job themselves, and then do how to say to let parents know ... (Interviewee T001)</p> <p>Yes, because some parents you are really serious in communicating with him about the child's behavior or the usual problems, he actually feels that you do not feel that he takes it to heart, he may be more concerned if you tell him what your children have learned today, what they have learned, he may prefer to listen, but if there are some behavior problems, he may not pay attention to the parents he feels to cope with two, but If the parents pay attention to him, he will still feel that this is the direction he should work on in the future. (Interviewee T003)</p>
	<p>Leadership Support</p>	<p>At that time, because this was probably a new kindergarten, the director also wanted to do a good job, because his goal was very high, so the teachers were in a very depressed mood, but that means that after some discussions, the director was also reflecting... Yes, and the director said he used to want to do everything, but now we are slowing down a small step slowly, one by one. We are now slowing down and doing a good job one by one,</p>

		<p>instead of saying that we have to do everything at once. (Interviewee T003)</p> <p>The first thing you need to do is to get a good idea of what you are doing. For example, in the selection of teaching content, we through the seminar, he has a he directly to you to put a good gate, and then he said for example, what to do today, should time schedule, in fact, for the children have a control. (Interviewee T006)</p>
	<p>Compensation and Development</p>	<p>But if there is an outside party to further catalyze this thing is certainly better, and I think parents just because they do not understand us, and then that is why there are some communication problems, if the state gives us a higher treatment, parents may also follow more respect for early childhood teachers, then I think the general environment of our early childhood teachers will become better. I think this is very good, so I still feel quite secure. Of course, having an establishment is also very secure. (Interviewee T001)</p> <p>I think on top of the compensation, because I used to be in a private kindergarten, and then I got into the establishment, I think I am more satisfied with my salary than I am now, compared to that, and then I would say that continuing education, because there are too many things too mixed, you want to continue education really I think it is also a bit overwhelmed. (Interviewee T003)</p> <p>But in the words of the talk I was thinking, if this point of salary, for me in the future I was still thinking, I said do I want to go to the weekend to play another copy to me, even if it is to do a waiter to sell clothes or something, because the salary words for me really low. (Interviewee T007)</p> <p>I workload, because I think the kindergarten teacher his workload and his income is really still a big difference I think. Maybe we are okay? Because basically most of our kindergarten teachers are recruited, but they do still have a lot of complaints and feel that there is still a big difference between their income and their workload. (Interviewee T009)</p>
<p>Burnout</p>	<p>Emotional depletion</p>	<p>...occasionally, but generally to simply face the child is actually very happy, just think of those other work will be a little headache. (Interviewee T005)</p> <p>First of all, as a public school, we sometimes have to meet some tasks from above, yes. The task is transactional, right? We also have to do... but the rest of the work is actually very complicated, not that I am tired of teaching children, really I keep telling them, I said I am very happy</p>

		<p>to teach children, I said I like most is to stay in the class, you do not let me go to the office, the office is not doing anything, but there are meetings here, there to do what things, here to check. Here to come to check. Good information you have to make up... (Interviewee T006)</p> <p>In the beginning of 2014, 14 years I had I feel so tired and annoyed kind of, there was a that stage there. But now there is no more, now I think. Carry over, really put the adjustment later, there are people really with their own age, his view is different, he will not feel that I do not want to face such, I do not have I currently I currently do not have this, never this, I do not want to face the next day's work, I just said I want to sleep more, but did not say I do not want to go busy work, I came over that period I passed, I should say . (Interviewee T006)</p> <p>It feels very mind-numbing to these things, but it's because they take up so much of our time that we don't have the energy. Just like us new teachers. We have one morning a week to discuss with experienced teachers about how to teach this week's class, but all these things are taken up, and we don't have time to discuss, so in this aspect I think I think the growth of new teachers needs to help us honestly, but the time really leads to the seriousness of their own classes, and they have little time to prepare their own lessons. A lot of energy is spent on things other than work. (Interviewee T008)</p>
	<p>Deper sonali zation</p>	<p>I'm with my boyfriend ... I just don't want to care about him. Sometimes you are very tired do not want to talk, are going back to pour from the head are trying to sleep ... (Interviewee T002)</p> <p>There may be some schools such as some what classroom activities or half-day activities showcase, and some what held those celebration party, may be these large activities held down, may be more tired than normal teaching, there will be this kind of situation, because we in order to prepare a lesson, may stay up until midnight, midnight 12:00 before the end of the day, and then may come home when it is more I'm tired and I don't want to talk anymore. If you go to and from work normally, there is no such situation. (Interviewee T005)</p> <p>There is one aspect is the chores at work, in addition to work outside the chores are too much, so that many things can not raise confidence is interest. Then like before often will go with friends to put is what, in the time of school is about a meal, now there is no such convenient interest, so lie up. (Interviewee T008)</p>

		Yes, I really don't want to talk after I go back, and I don't want to go out when my friends go out on weekends, for example, and I want to lie down at home, I think it's too much. (Interviewee T009)
	Low achievement	<p>I think I can influence others, I still feel very happy to influence others in a positive way, including the children in the class, I also let them try to be able to voice their own voice, not to let them think that the teacher is a high property existence, I want them to consider me as a friend, I just when a lot of times they really consider me as a friend, so I think these aspects or someone change to colleagues or children, parents I think I do not want to change too much, because the parent he cured, is already an adult, but I think I can change the children and my peers, I think it is still quite happy. (Interviewee T001)</p> <p>I think what touches me most is that the mothers of two children in our class came to me and said that her child used to be more timid, kind of more introverted, and then stayed in our class for a year, when it was a small class, and he sent me this paragraph after he finished learning, he said that after staying for a year he found that his sister was getting bolder and bolder, and then every day he would come home and tell his mother what happened in kindergarten, and then I felt especially good, I especially liked kindergarten, and then his mother said that the whole family was very grateful to us, and it was especially rewarding to hear such words, so I thought we might have helped the children's growth. (Interviewee T010)</p>
Professional Happiness	Passion for autonomy in career development	<p>So much space, yes, because I because I still want to make myself more comfortable, and then more smoothly, and then to expand their own experience and then some of their favorite things to go above. I still want to continue to improve my professional skills or methods of work, and then save some of my own experience, and then expand my life outside of work. (Interviewee T004)</p> <p>I understand that there are certain skills, such as doing some contradictory strategies for children, communicating with children with certain strategies, and then communicating with parents with certain strategies, after the two you are able to navigate well, but also to their own work or increase a lot, such as a sense of accomplishment in all aspects will make you feel a positive situation, I took care of this thing, I am very happy. (Interviewee T006)</p>
	Emotional	...I may have the kind of situation where I was intermittently moving from the middle to the large

	<p>feelings</p>	<p>classroom, and then last year I had a full small to medium to large classroom without interruptions or other teacher changes. I have brought down that class because I love every child from the bottom of my heart. (Interviewee T004)</p> <p>I think there is, because let's say teaching something to the children, and then the children give me feedback, I can feel so satisfied, tomorrow morning when the children call the teacher, because I see the children are particularly happy every day, and then also the parents are also because at the beginning, I think how parents do not communicate well, feel that we parents are quite cold, then now get along with the feeling that there is like feeling like friends, I think enough I think this is enough, and this is the recognition I want to get. (Interviewee T007)</p>
	<p>Social happiness feeling</p>	<p>How about teacher D, how about the nursery teacher, and how about the other teacher? You three are a perfect match and you should not be separated and stay in the kindergarten. (Interviewee T004)</p> <p>I feel like a big family at the kindergarten. (Interviewee T005)</p>

Source: Compiled by this study