

Strategies for Enhancing Organizational Support among Kindergarten Teachers

Shuoshuo Zhou

Lianyungang Normal University, Lianyungang 222000, Jiangsu, China

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: This study focuses on strategies to enhance organizational support among kindergarten teachers. Through literature review and field research, this paper deeply analyzes the connotation, influencing factors, and current situation of organizational support among kindergarten teachers, and proposes improvement strategies based on this. Research has shown that organizational support has a significant impact on teachers' job satisfaction, professional loyalty, and teaching engagement. Based on this, specific improvement strategies are proposed from multiple dimensions, including optimizing kindergarten management mechanisms, creating a positive working environment, strengthening support for teacher professional development, promoting cooperation and communication among teachers, and paying attention to teachers' mental health. The aim is to provide theoretical basis and practical guidance for improving the work experience of kindergarten teachers, promoting their professional growth, and enhancing the quality of kindergarten education, in order to promote the healthy and sustainable development of kindergarten education.

Keywords: kindergarten teacher; Organizational support; enhancement strategy

Online publication: June 26, 2025

1. Introduction

As an important component of basic education, early childhood education plays a crucial role in the physical and mental development of children. As guides for the growth of young children, kindergarten teachers are highly concerned about their work status and career development. Organizational support, as a key concept in organizational behavior, is gradually emerging in the field of education research. For kindergarten teachers, a good sense of organizational support can enhance their sense of belonging and identification with the kindergarten, stimulate their work enthusiasm and creativity, and thus affect the quality of education and teaching as well as the development of young children. Therefore, it is of great practical significance to explore in-depth strategies for enhancing the organizational support of kindergarten teachers^[1].

2. Current situation of organizational support among kindergarten teachers

This study mainly adopts the questionnaire survey method, using Wenjuanxing to conduct an online questionnaire survey of 631 in-service preschool teachers in six cities in Jiangsu Province and collect data. SPSS 27.0 is used to process and analyze the data.

2.1. Research object

This study selected in-service preschool teachers from six cities in Jiangsu Province, including Nanjing, Lianyungang, Xuzhou, Changzhou, Suzhou, and Yangzhou, as research subjects. A total of 631 questionnaires were distributed, and 570 valid questionnaires were collected, with an effective response rate of 90.3%.

Among the survey respondents, female teachers accounted for the vast majority, accounting for 99.8% (568 people), while male teachers only accounted for 0.2% (2 people). The age distribution shows that the majority of teachers are aged 21-40, with 182 (39.5%) aged 21-30 and 222 (48.2%) aged 31-40. In terms of teaching experience distribution, teachers with 6-10 years of teaching experience are the most common, accounting for 35.8% (165 people), followed by teachers with 11-15 years of teaching experience, accounting for 25.8% (119 people), teachers with less than 5 years of teaching experience, accounting for 25.2% (116 people), and teachers with 16 years or more, accounting for 11.2% (64 people).

2.2. Research tools

This study used a simplified version of the 36 item Organizational Support Scale developed by Wayne, Shore L, Linden R (1997), and others based on Eisenberger's (1986). This questionnaire adopts the Likert 5-point rating system: 1 represents "completely disagree", 2 represents "somewhat disagree", 3 represents "uncertain", 4 represents "somewhat agree", and 5 represents "completely agree". The higher the score, the higher the sense of organizational support. This questionnaire is a single dimensional structure with 9 items and a Cronbach's coefficient of 0.970. The reliability and validity test results indicate that the questionnaire has high reliability and validity, and is suitable for measuring the organizational support of kindergarten teachers^[2].

According to Table 1, the average organizational support level of male teachers is 3.70, which is higher than that of female teachers at 3.64. However, considering that the male sample size is only 2 people, this result may lack sufficient representativeness. As the main body of kindergarten teachers, female teachers have an average level of organizational support that is above average, indicating that female teachers generally feel a certain degree of organizational support.

Teachers of different age groups exhibit certain differences in their sense of organizational support. The average score for teachers under the age of 20 is 3.58, slightly lower than other age groups. As teachers age, their sense of organizational support gradually increases, with the highest average value of 3.69 in the 41-50 age group. This may be related to teachers' accumulated experience in the organization and their increased sense of identification with the organization. Especially, as their teaching experience increases, teachers may gain more resources and opportunities within the organization, thereby enhancing their sense of organizational support^[3].

The influence of teaching experience on organizational support is also significant. The average value of teachers with less than 5 years of teaching experience is 3.55, while the average value of teachers with more than 16 years of teaching experience is the highest, at 3.75. This trend indicates that as teaching experience increases, teachers' sense of identification and support for the organization gradually strengthens. This may be because working in the organization for a long time allows teachers to better integrate into the organizational culture and gain more career development opportunities and resource support^[4].

Overall, the organizational support of preschool teachers is at an above average level, and there are certain differences in organizational support among teachers of different genders, ages, and teaching experience. Gender differences are mainly due to insufficient sample size, which may affect the representativeness of the results; The difference in age and teaching experience is more obvious, and as teachers grow older and their teaching experience prolongs, their sense of organizational support gradually increases. This result suggests that kindergarten managers should pay attention to the needs of teachers of different ages and teaching experience, and take targeted measures such as providing more career development opportunities and strengthening organizational culture construction, in order to further enhance teachers' sense of organizational support and promote the stability and professional development of the teaching staff^[5-6].

Table 1. Current Status of Organizational Support among Preschool Teachers in Jiangsu Province

Group	Category	Sample size	Average	Standard deviation
Gender	Male	2	3.70	0.60
	Female	568	3.64	0.55
Age	under 20 years old	20	3.58	0.57
	21-30 years old	182	3.68	0.54
	31-40 years old	222	3.61	0.60
	41-50 years old	146	3.69	0.53
	Within 5 years	110	3.55	0.58
	6-10 years	165	3.62	0.56
Teaching experience	11-15 years	119	3.69	0.53
	15-20 years	112	3.65	0.52
	Over 16 years	64	3.75	0.50

3. Strategies for Enhancing Organizational Support among Kindergarten Teachers

Based on the current situation of organizational support among preschool teachers and in-depth exploration of the improvement of organizational support among preschool teachers, this study aims to construct a comprehensive and feasible strategy system from multiple dimensions, in order to provide solid theoretical support and practical guidance for optimizing the work experience of preschool teachers, stimulating their professional potential, and promoting the vigorous development of early childhood education^[7].

3.1. Optimize the management mechanism of kindergartens

Firstly, we should focus on the deep optimization of the kindergarten management mechanism. On the one hand, strengthening democratic management is a key path to enhancing teachers' sense of organizational support. By establishing a sound democratic management system, such as setting up organizational structures such as teacher representative assembly and kindergarten affairs committee, it is possible to effectively ensure the main position of teachers in participating in major decisions and daily management affairs of the kindergarten. By utilizing diverse communication channels to widely absorb teachers' insights and constructive opinions, and organically integrating them into the decision-making process, teachers' participation in decision-making can be significantly enhanced, enabling them to deeply appreciate their important value to the development of kindergartens, and laying a solid foundation for strengthening organizational support. On the other hand, the timely transformation of management style should not be underestimated. The principal and management team need to firmly establish the core management concept of people-oriented, actively promote the fundamental transformation of management methods from a command based approach to a thoughtful and inspiring service-oriented approach. In practical work, we should always prioritize the needs and difficulties of teachers, fully respect the unique personality traits and differences of each teacher, care about their work progress and life status in all aspects, give teachers full trust and strong support, carefully create a relaxed, pleasant, harmonious and orderly working atmosphere, and promote the significant improvement of teachers' organizational support in all aspects^[8-9].

3.2. Create a good working environment

Secondly, creating a good working environment for kindergarten teachers is also an important measure to enhance their sense of organizational support. In terms of material environment, kindergarten managers should actively increase

investment in hardware facilities construction, and make every effort to provide teachers and children with high-quality, safe, comfortable, pleasant, and full of childlike innocence and fun in the educational and teaching environment. By equipping the kindergarten with complete and advanced teaching equipment, we ensure that the building is always maintained in a clean, beautiful, and well ventilated state. This creates an ideal working and learning space for teachers, allowing them to deeply feel the high importance that the kindergarten attaches to teaching work. This effectively stimulates teachers' sense of identification and belonging to the organization, and promotes the continuous strengthening of organizational support. In terms of interpersonal relationship environment, kindergartens need to be committed to strengthening teacher team building, regularly organizing various forms of team building activities, taking this as an opportunity to effectively enhance communication and exchange among teachers, gradually cultivating a positive team spirit and strong cohesion. At the same time, encourage teachers to learn from each other, help each other, and share valuable teaching experience and high-quality educational resources. In addition, it is necessary to further strengthen the positive interaction between teachers and students, vigorously advocate the educational concept of respecting and caring for young children, and attach great importance to the work of home school cooperation and co education. We should create a good educational environment that is conducive to the healthy growth of young children and the professional development of teachers in all aspects, and effectively promote the steady improvement of teachers' sense of organizational support.

3.3. Strengthen support for teachers' professional development

Furthermore, providing solid professional development support for teachers has significant and far-reaching implications for enhancing their sense of organizational support. On the one hand, we should strive to create rich and diverse training opportunities for teachers. Kindergartens should tailor personalized and forward-looking training plans based on the professional development needs of teachers and the overall educational and teaching objectives of the kindergarten. The training content should comprehensively cover key areas such as educational and teaching theories, innovative teaching methods, research on children's psychological and cognitive development, and educational evaluation; The training format can flexibly adopt various methods such as expert lectures, on-site public course observation and evaluation, online high-quality course learning, and external educational inspection and observation, fully meeting the learning style preferences and time arrangement needs of different teachers, ensuring that every teacher can obtain sufficient and high-quality training opportunities, achieve continuous improvement of professional competence, and ultimately achieve the expected goal of enhancing organizational support. On the other hand, further expanding the career promotion channels for teachers is equally crucial. Kindergartens need to establish a fair, just, transparent, and scientifically reasonable career promotion system, with precise standards and evaluation indicators for promotion. Key elements such as teaching quality, educational research achievements, class management ability, and teacher ethics and conduct construction should be included in the comprehensive evaluation system. By providing clear career development paths and fair and just promotion opportunities for teachers, and timely establishing incentive oriented honorary titles such as backbone teachers, subject leaders, and special grade teachers, and providing corresponding benefits and rewards, it can fully stimulate teachers' intrinsic motivation and enterprising spirit, encourage them to fully devote themselves to the education industry, and significantly enhance their sense of support and loyalty to the organization^[10].

3.4. Promote cooperation and exchange among teachers

In addition, vigorously promoting cooperation and communication among teachers is also an effective way to enhance organizational support. On the one hand, it is imperative to establish an efficient teacher collaboration team. Kindergartens can form different types of teacher collaboration teams, such as teaching and research groups and grade groups, based on actual needs such as subject classification and grade stratification. They actively encourage teachers to carry out a series of collaborative work activities within the team, such as cooperative teaching, collective lesson preparation, and educational research, to jointly explore difficult problems encountered in the education and teaching process and their solutions. In

the process of teamwork, teachers can learn from each other, collide ideas, constantly broaden their teaching ideas and perspectives, and steadily improve their teaching level and abilities. At the same time, close teamwork helps to enhance the level of understanding and sense of belonging among teachers, further strengthening their overall sense of identity and support for the organization. On the other hand, regular teacher exchange activities are also crucial. Kindergartens should organize teachers to participate in inter school exchange activities in an orderly manner, actively share their successful experiences in educational and teaching practices, curriculum construction achievements, and teacher management methods, and widely learn and draw on advanced concepts and valuable experiences from other excellent kindergartens, thereby broadening teachers' educational perspectives and thinking patterns. At the same time, the kindergarten should also regularly hold internal teacher experience sharing meetings, inviting experienced and outstanding teachers to share their teaching experiences, class management skills, and educational innovation cases on stage, in order to promote mutual learning, common growth, and progress among teachers, effectively enhance the organizational cohesion and centripetal force of the kindergarten teacher team, and inject strong motivation into improving teachers' sense of organizational support.

3.5. Pay attention to the psychological health of teachers

Finally, paying comprehensive attention to the mental health status of kindergarten teachers is an indispensable part of enhancing organizational support. On the one hand, kindergartens should actively provide professional and effective psychological counseling services for teachers. By employing dedicated psychological counselors or establishing stable cooperative relationships with external professional psychological counseling institutions, we can provide timely one-on-one psychological counseling services for teachers. At the same time, regular lectures and training activities on mental health are organized to help teachers systematically understand knowledge related to mental health, master effective methods and techniques for relieving work pressure and regulating negative emotions. In addition, it is necessary to carefully create a safe, confidential, and trustworthy psychological support environment, so that teachers can seek psychological help and support without hesitation, effectively reduce their psychological burden and pressure, significantly improve their mental health level, and indirectly promote the improvement of organizational support. On the other hand, it is important to arrange teachers' work tasks and time reasonably to avoid severe physical and mental exhaustion and professional burnout caused by overwork. In practical work, it is necessary to strictly respect teachers' right to rest and effectively ensure that their statutory holidays and necessary rest time are fully implemented. Actively encourage teachers to cultivate rich interests and hobbies in their spare time, constantly enrich their personal life content, and strive to achieve a dynamic balance between work and life. The kindergarten management should continue to strengthen guidance and support for teachers' work, focus on improving their work efficiency and ability to cope with pressure, comprehensively promote the continuous improvement of teachers' mental health status, and further promote the steady improvement of teachers' sense of organizational support^[11].

In summary, by working together from multiple dimensions such as optimizing management mechanisms, creating a good working environment, strengthening professional development support, promoting cooperation and communication, and paying attention to mental health, a comprehensive and multi-level strategy system for enhancing the organizational support of kindergarten teachers can be constructed. The effective implementation of this strategic system not only helps significantly enhance the sense of identification, belonging, and loyalty of kindergarten teachers to their organizations, but also fully stimulates their work enthusiasm and creativity, prompting them to fully devote themselves to the cause of early childhood education with a more proactive attitude, providing solid guarantees for the healthy growth and comprehensive development of young children, and ultimately achieving the organic unity of personal values and organizational development goals of kindergarten teachers, promoting the vigorous development of early childhood education towards higher quality, balance, and sustainability.

4. Conclusion

The enhancement of organizational support among kindergarten teachers is a systematic project that requires joint efforts from kindergarten management, teachers themselves, and various sectors of society. By optimizing management mechanisms, creating a good working environment, strengthening professional development support, promoting teacher cooperation and communication, and paying attention to mental health, strategies can effectively enhance teachers' sense of organizational support. This helps to improve teachers' job satisfaction, professional loyalty, and teaching engagement, promote their professional growth and career development, enhance the quality of kindergarten education and teaching, and promote the healthy and sustainable development of early childhood education. In future research and practice, it is necessary to further explore strategies for enhancing organizational support that are suitable for different regions and types of kindergartens, in order to create a good job development space for teachers.

Funding

General Project of Philosophy and Social Sciences Research in Jiangsu Province's Universities in 2023 "Research on the Impact of Emotional Labor and Occupational Burnout on Work Performance of Preschool Teachers" (Project No.: 2023SJSZ1079)

Disclosure statement

The author declares no conflict of interest.

References

- [1] Xia W, Fan Y, 2025, The Influence of Organizational Atmosphere in Kindergartens on Job Satisfaction of Preschool Teachers: The Chain Mediating Effect of Teaching Efficacy and Emotional Labor. [April 24, 2025]
- [2] Yu H, Li N, Lin C, 2025, The impact of organizational support on kindergarten teachers' deep emotional labor strategies - the mediating role of professional identity and the moderating role of kindergarten grade. *Journal of Education of Renmin University of China*, 2025(01):83-95+181-182.
- [3] Li Y, 2024, The Influence of Professional Growth of Private Kindergarten Teachers on Resignation Intention: The Mediating Role of Organizational Support. *Early Education (Early Childhood Education and Educational Research)*, 2024(1): 26.
- [4] Xiao M, Wang X, 2024, How Job Satisfaction and Professional Identity Affect Teacher Care Behavior: Analysis and Countermeasures Based on a Survey of Kindergartens in 5 Provinces . *Education Academic Monthly*, 2024(12): 56-62.
- [5] Eisenberger R, Huntington R, Hutchison S, Sowa D, 1986, Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500-507.
- [6] Rhoades L, Eisenberger R, 2002, Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.
- [7] Allen N J, Meyer J P, 1990, The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.
- [8] Blau P M, 1964, *Exchange and power in social life*. New York: Wiley.
- [9] Ling W, 2006, Research on the Development and Application of Organizational Support Scale. *Management World*, 2006(1): 125-135.
- [10] Meyer J P, Allen N J, 1991, A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.

- [11] George J M, Brief A P, 1992, Feeling good-doing good: A conceptual analysis of the mood at work-organizational spontaneity relationship. *Psychological Bulletin*, 111(2), 310-326.

Publisher's note

Whioce Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.