



**A STUDY OF POLICIES FOR KINDERGARTEN EDUCATION  
LINKING TO PRIMARY EDUCATION IN GUIZHOU PROVINCE**

**SHUNLIN YANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION AND SOCIETY  
INSTITUTE OF SCIENCE INNOVATION AND CULTURE  
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP  
ACADEMIC YEAR 2023  
COPYRIGHT OF RAJAMANGALA UNIVERSITY OF  
TECHNOLOGY KRUNGTHAP, THAILAND**

**A STUDY OF POLICIES FOR KINDERGARTEN EDUCATION  
LINKING TO PRIMARY EDUCATION IN GUIZHOU PROVINCE**

**SHUNLIN YANG**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION AND SOCIETY  
INSTITUTE OF SCIENCE INNOVATION AND CULTURE  
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP  
ACADEMIC YEAR 2023  
COPYRIGHT OF RAJAMANGALA UNIVERSITY OF  
TECHNOLOGY KRUNGTHAP, THAILAND**

**Thesis** A STUDY OF POLICIES FOR KINDERGARTEN EDUCATION  
LINKING TO PRIMARY EDUCATION IN GUIZHOU  
PROVINCE  
**Author** Shunlin YANG  
**Major** Master of Arts (Education and Society)  
**Advisor** Associate Professor Dr. Yudhi Arifani

---

## THESIS COMMITTEE

.....Chairperson  
(Associate Professor Dr. Jittawisut Wimuttipanya)

.....Advisor  
(Associate Professor Dr. Yudhi Arifani)

..... Committee  
(Dr. Xiang WANG)

Approved by the Institute of Science Innovation and Culture  
Rajamangala University of Technology Krungthep in Partial Fulfillment  
of the Requirements for the Master's Degree

.....  
(Assistant Professor Dr. Yaoping LIU)  
Director of the Institute of Science Innovation and Culture  
Date.....Month.....Year.....

**Thesis** A STUDY OF POLICIES FOR KINDERGARTEN EDUCATION  
LINKING TO PRIMARY EDUCATION IN GUIZHOU  
PROVINCE  
**Author** Shunlin YANG  
**Major** Master of Arts (Education and Society)  
**Advisor** Associate Professor Dr. Yudhi Arifani  
**Academic**  
**Year** 2023

---

## ABSTRACT

Education policy can help everyone have equal educational opportunities and choices and unify clear educational goals and ways to achieve them for educational development. This study explores the policy of linking kindergarten education with primary education in Guizhou Province. Guiyang City, Guizhou Province, was selected as the research object, and semi-structured interviews, questionnaire surveys, and literature analysis methods were used for the study. The study aims to understand the current situation and practices of policies, parent's views on the link between policy and implementation of Chinese kindergarten education and primary education, and how to solve the policy's challenges. In the study, it was found that there is a primary school phenomenon in learning. Regarding daily routines and self-care abilities, it was found that parents overly dote on their children or do not attach importance to their children's links and development. Through correlation analysis and regression analysis, it was found that parents with higher educational levels are more likely to choose both public and private schools to recruit such enrollment methods. Subsequently, from the perspectives of policies, parents provide relevant suggestions from four aspects: parent-school relationship, school-stakeholders connection, social atmosphere, and supervision.

**Keywords:** kindergarten education, linking policies, primary education, attitudes, practices

## ACKNOWLEDGEMENTS

I want to express my heartfelt gratitude to my advisor, Dr. Yudhi Arifani, for his unwavering support, guidance, and mentorship throughout the master's journey. His invaluable insights and encouragement have been instrumental in shaping my research and academic development.

I extend my sincere appreciation to my co-advisor, Dr. Xiang WANG, for his insightful feedback, scholarly expertise, and continuous encouragement. His contributions have significantly enriched the quality of my research, and I am grateful for the collaborative spirit that characterized our work together.

I am also indebted to my co-advisor, Dr. Yaoping LIU, whose expertise and constructive feedback have played a pivotal role in refining the methodologies and enhancing the rigor of my research. I am truly grateful for Dr. LIU's intellectual guidance and mentorship.

I extend my thanks to the Institute of Science Innovation and Culture (ISIC) personnel for their support and resources, which have been crucial in facilitating the progress of my research. The collaboration with ISIC has been invaluable in broadening the scope of my study.

I want to thank the teachers from four schools for their generosity in providing essential data and information. Their willingness to share their knowledge and experiences has significantly contributed to the depth and breadth of my research.

In conclusion, I sincerely thank all who have been part of this academic journey. Your support and guidance have been indispensable, and I am genuinely grateful for the collective efforts that have culminated in completing this thesis.

Shunlin YANG

## CONTENTS

<b>APPROVAL PAGE .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iii</b>
<b>CONTENTS.....</b>	<b>iv</b>
<b>LIST OF TABLES.....</b>	<b>vii</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
1.1 Background and Rationale.....	1
1.1.1 Background.....	1
1.1.2 Rationale .....	5
1.2 Research Questions.....	6
1.3 Research Objectives.....	6
1.4 Scope and Limitation of the Research Study .....	6
1.4.1 Research Scope .....	7
1.4.2 Research Limitation .....	7
1.5 Research Framework .....	8
1.6 Definition of Key Terms .....	8
1.6.1 The Link Between Kindergarten Education and Primary Education.....	8
1.6.2 Policy Implementation.....	10
1.6.3 Exempt from Exams and Enroll Nearby, Synchronous Enrollment of Public and Private Schools.....	11
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>14</b>
2.1 Related Theories .....	14
2.2 Related Studies.....	15
2.2.1 The Development of the Linking Policy Between Kindergarten Education and Primary Education in China.....	15
2.2.2 Literature on the Link Between Kindergarten Education and Primary Education in China.....	35
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>45</b>

3.1 Research Design.....	45
3.2 Research Population and Samples .....	46
3.2.1 Population .....	46
3.2.2 Samples .....	47
3.2.3 Sampling Methods .....	47
3.3 Data Collection .....	48
3.3.1 Interview .....	48
3.3.2 Questionnaire .....	48
3.4 Research Instrument.....	48
3.4.1 Interview .....	48
3.4.2 Questionnaire .....	48
3.5 Content Validity and Reliability.....	49
3.5.1 Interview .....	49
3.5.2 Questionnaire .....	49
3.6 Data Analysis .....	49
3.6.1 Descriptive Statistics.....	49
3.6.2 Inferential Statistics .....	50
<b>CHAPTER IV ANALYSIS RESULT .....</b>	<b>51</b>
4.1 Descriptive Statistics.....	51
4.1.1 Views on the Link Between Kindergartens and Primary Schools .....	51
4.1.2 The Practice of Link Between Kindergartens and Primary Schools.....	60
4.1.3 The Present Situation and Problems of the Link Between Kindergartens and Primary Schools .....	70
4.2 Inferential Statistics .....	73
<b>CHAPTER V CONCLUSION .....</b>	<b>77</b>
5.1 Discussion .....	77
5.1.1 Primary School Phenomenon.....	77
5.1.2 Parents Dote On, Parents Do Not Attach Importance to (Or Only Attach Importance to Learning) .....	78
5.1.3 Synchronous Enrollment of Public and Private Schools .....	78
5.2 Recommendation .....	79
5.2.1 Recommendations for Policies .....	79

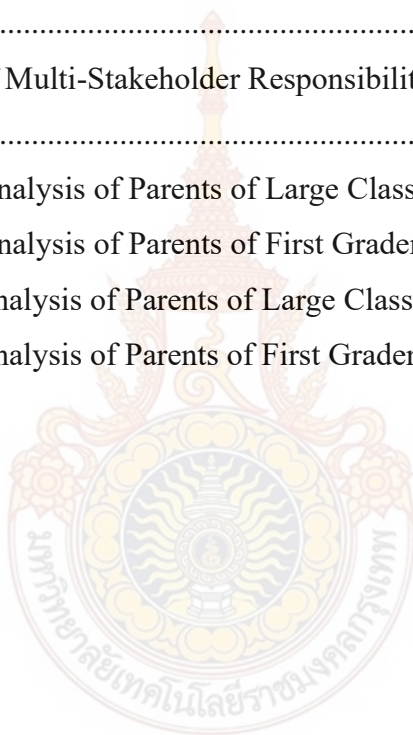
5.2.2 Recommendations for Parents .....	79
5.2.3 Recommendations for Teachers .....	80
5.2.4 Recommendations for Schools .....	81
<b>REFERENCES.....</b>	<b>82</b>
<b>APPENDICES .....</b>	<b>86</b>
<b>BIOGRAPHY .....</b>	<b>93</b>





## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1 The Period of One-Way Responsibility Subject in Kindergarten (1952-1988) .....	16
Table 2 The Period of Two-Way Responsibility is Subject to Kindergarten and Primary School (1989-2009).....	20
Table 3 The Period of Multi-Stakeholder Responsibility Subject (From 2010 to Present) .....	24
Table 4 The Period of Multi-Stakeholder Responsibility Subject (From 2010 to Present) .....	33
Table 5 Correlation Analysis of Parents of Large Class Students in Kindergarten ....	71
Table 6 Correlation Analysis of Parents of First Graders in Primary School .....	72
Table 7 Regression Analysis of Parents of Large Class Students in Kindergarten.....	74
Table 8 Regression Analysis of Parents of First Graders in Primary School.....	75



## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 1 Research Framework .....	8
Figure 2 Trends in Publication Volume .....	36
Figure 3 Trends in Publication Volume .....	36
Figure 4 Main Theme Distribution .....	37
Figure 5 Main Theme Distribution .....	40
Figure 6 Main Theme Distribution .....	43
Figure 7 Views of Parents of Students in Large Classes in Kindergarten .....	55
Figure 8 Views of Parents of First-Grade Students in Primary School .....	56
Figure 9 Views of Parents of Students in Large Classes in Kindergarten .....	57
Figure 10 Views of Parents of First-Grade Students in Primary School .....	57
Figure 11 Views Of Parents of Students in Large Classes in Kindergarten.....	59
Figure 12 Views Of Parents of First-Grade Students in Primary School.....	59
Figure 13 Practice of Parents of Kindergarten Students in Large Classes.....	66
Figure 14 Practice of Parents of First Graders.....	66
Figure 15 Practice of Parents of Kindergarten Students in Large Classes.....	67
Figure 16 Practice of Parents of First Graders.....	67
Figure 17 Practice of Parents of Kindergarten Students in Large Classes.....	68
Figure 18 Practice of Parents of First Graders.....	68
Figure 19 Practice of Parents of Kindergarten Students in Large Classes.....	69
Figure 20 Practice of Parents of First Graders.....	69

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background and Rationale**

#### **1.1.1 Background**

Education determines the future of a country and nation, and the level of education has become an essential basis for whether a country is developed or not. In a broad sense, education is a kind of social practice that can have a purposeful influence on the development of the human body and mind, which can be activities that improve people's skills and knowledge or activities that affect people's thinking and morality. Narrowly defined as specialized organized school education, it is an activity that educators need to train educators to become a society or class with purpose, plan, and organization (Baikie, n.d). Countries have their views on the definition of education. Confucius once said, "The sex is similar, but the habits are far away." he believes that education is one of the founding of the country and an essential part of the formation of individual differences and that knowledge and morality can be cultivated through learning. Plato of ancient Greece said: "Education is to restrain and guide young people and cultivate their proper reason." Spencer of England said: "Education prepares for future life" (Knows, n.d).

The main functions, essential functions, social functions, and far-reaching functions of education are, respectively, to promote the development of individual personalization and socialization, to have an impact on the social talent system and economic development, to train talents to serve the country's economy and politics, and to influence the development of culture under the condition of satisfying the continuation and renewal of culture itself (Project, 2023).

Education is divided into family, early childhood, school, and adult education. Each classification has different functions and affects people's development at different stages. Among them, early childhood education is the first step away from family education and into school education. With good early childhood education, children's physical and psychological development can have a good foundation.

As early childhood education is followed by school education, and there is

a considerable difference between the two, children entering school education are bound to face many difficulties. In order to solve these difficulties, there is a "link between kindergarten education and primary education". "The link between kindergarten education and primary education" refers to the stage from kindergarten to primary school, a critical transition between two essential education sections. In order to ensure a smooth and high-quality transition to subsequent education, the link between kindergarten education and primary education is the critical node. Due to the differences in educational conditions and living environment between kindergarten and primary school, children entering primary school face many new problems and need to learn to adapt. Suppose the appropriate link between kindergarten education and primary education is carried out. In that case, the adaptation process will be smoother, and children's future learning, life, health, social, and other aspects will also develop better.

Due to the heavy learning burden of first-year students after entering school, their bodies cannot bear it, and some even need parents to accompany them. After investigation, it was found that there are problems with learning habits and living habits after kindergarten and primary school (Liu, 1982). The link between kindergarten and primary education is the second stage in transforming logical thinking. The educational method of kindergarten mainly involves learning in games while paying attention to cultivating children's abilities. Primary school education is to study the curriculum in a severe classroom environment. Two different kinds of education have different needs for students' bodies and minds, and students need to adjust their differences to adapt to the two stages of learning. At this stage of the link between kindergarten and primary education, the primary task is adjusting students' physical and mental state. Improper operation during connectives will lead to psychological, physical, and social problems, such as nervousness and uneasiness. The physical performance is that the mental state is not good; he wants to sleep and does not want to eat, and social performance is not the courage to talk to others and like to play alone. These problems significantly impact a child's later life (Chen, 2016). From this, we can see why linking kindergarten and primary education is necessary.

Primary school teachers do not understand kindergarten teaching, kindergarten teachers do not understand primary school teaching, some kindergartens

have imitated the teaching model of primary schools, making early childhood education "primary school", and some kindergartens have shown that there is no teaching plan, let nature take its course, let early childhood education "care". Primary school teachers ignore kindergarten teaching; everything starts from scratch, and some overestimate the students, jump away from primary education, and get ahead. This situation leads to a knowledge gap or repetition, which reduces students' interest in learning (Wu, 1994). In Nanjing, parents continue to sign up for all kinds of linking classes for young children in order for their children to go to a better primary school, and even have high-priced "linking classes for young children"; this shows the importance of cooperation—communication, and complementarity among kindergartens, primary schools, and parents.

With the increasing importance of education in social and economic development, countries are placing increasing emphasis on education and have formulated education policies according to the situation of each country. Education policy can help everyone have equal educational opportunities and choices and unify clear educational goals and ways to achieve them for educational development. The Chinese mainland has constantly explored a variety of education policies in the history of education for thousands of years and gained a lot of gains and problems in the process of policy deployment. In the 1980s, some scholars put forward the concept of the link between kindergarten education and primary education, and then in the 1990s, the Department of Primary Education of the State Education Commission of China and the United Nations Children's Fund (UNICEF) conducted a five-year cooperative study on the link between kindergarten and primary education in China, which is the first exploration and research on the link between kindergarten education and primary education at the national level (Xi et al., 2020). In 2017, the OECD (World Organization for Economic Cooperation and Development) released the report "Strong Start V: The Link between Kindergarten Education and Primary Education", further promoting the research on the link between kindergarten education and primary education in China. The Ministry of Education of China issued "the guidance on vigorously promoting the Scientific link between Kindergarten and Primary School" in March 2021. The article puts forward precise requirements for related educational work, such as the preparation of kindergarten curriculum and the adaptability of primary schools to students, which

is also the first requirement put forward at the national level. The promulgation of this document has led to an up-to-date discussion on the issue of "the link between kindergarten and primary education" (Zeng, 2022). All of these indicate the country's importance in developing education and educational policies. Only when the state gives a clear policy plan can all localities pay more attention to and implement it.

In today's era, mainland Chinese parents pay more and more attention to their children's academic qualifications, starting from kindergarten; first of all, international kindergartens and top kindergartens are out of their minds to win at the starting line for their children. Then, in order to enter a famous primary school, they began to let their children who were still in kindergarten learn the curriculum of primary school, hoping to pass the enrollment examination of primary school by studying in advance; in this process, the changes in the physical and psychological conditions of the students in the bridging stage are often ignored. The issue of choosing schools for education in China has also received much attention. Chinese parents have made various behaviors to make their children attend good schools, resulting in problems such as high-priced school district housing, high-priced training courses, and transfers. The Chinese Ministry of Education hopes every student can have equal opportunities to learn and choose a school. In 2019, the critical points of the work of the Ministry of Education put forward the full implementation of test-free enrollment in compulsory education and simultaneous enrollment in public and private schools to ensure that children of different ages can receive equal compulsory education at all stages of education. The implementation of policies cannot be separated from parents, who play an essential role in it, from the implementation of relevant policies issued in the past. It can be seen that previous policies did not effectively control parents' practices, and this policy is more mandatory. In this context, the link between kindergarten and primary education has attracted everyone's attention to the Chinese mainland; parents have different opinions on such policies.

Domestic research mainly focuses on the three dimensions of kindergarten, primary school, and parents. With time and the renewal of policies, our country's policy research on the link between kindergarten and primary education is also gradually becoming more prosperous and diverse. Researchers have also slowly shifted their vision from these three dimensions to the relationship between the stakeholders and the



link between kindergarten and primary education. However, most of the studies in our country only focus on a single object, most of which are from the perspective of primary school, followed by the study of a particular discipline. Most scholars do not regard kindergartens, primary schools, families, and society as a whole, and there is no overall systematic study on the latest policy of the Chinese mainland.

### **1.1.2 Rationale**

Kindergarten and primary education are a significant transitional link between the two essential education segments. In order to ensure a smooth and high-quality transition to subsequent education, the link between kindergarten education and primary education is the critical node. After starting with the research on the linking policy of Chinese mainland kindergarten education and primary education, this paper can systematically understand the Chinese mainland's policy on the link between kindergarten education and primary education and better understand the effectiveness of policy enforcement in various places. In-depth understanding of the development and evolution of the linking policy of the Chinese mainland in different periods. An in-depth understanding of how the responsibilities of kindergartens, primary schools, and parents change in the changing policy to have a deeper understanding of the link between kindergarten education and primary education in the Chinese mainland. According to this study, the researcher hopes to comprehend better the research gap in the link policy between kindergarten and primary education in the Chinese mainland. Update the relevant research results and provide the corresponding theoretical results.

"The prosperity of education leads to the prosperity of the country, and if education is strong, the country is strong." this is the focus repeatedly stressed by General Secretary Xi Jinping, so it is essential to link kindergarten and primary education well. Taking Guiyang City as the main research area, this study further explores the latest link policy between kindergarten education and primary education in the Chinese mainland, the current situation of its implementation, and the views of teachers and parents regarding the content and implementation of the policy. Moreover, it analyzes and summarizes the Chinese mainland kindergarten education and primary education in solving the problems. It can guide school administrators and teachers on related problems, improve work efficiency, help children transition smoothly in study, life, and psychology, and link kindergarten education with primary education. Better

enter the primary school stage. Finally, it provides good suggestions for the Chinese Mainland government and education departments to formulate policies and solve the convergence problem. Let the Chinese mainland kindergarten and primary education link up more standardized and effectively.

## **1.2 Research Questions**

1.2.1 How are relevant laws and regulations employed to develop the policy of linking kindergarten education with primary education in China?

1.2.2 What is the current situation, and what are the specific methods of linking Chinese kindergarten education and primary education (taking Guiyang City as an example)?

1.2.3 What are the parents' views on the link policy and implementation of Chinese kindergarten and primary education?

1.2.4 How do we solve the problems in implementing the link between Chinese kindergarten education and primary education?

## **1.3 Research Objectives**

1.3.1 Using the literature research method, this paper studies the policies and relevant laws and regulations for the link between kindergarten and primary education in China.

1.3.2 Using a semi-structured interview method, investigate the specific practice and current situation of implementing the policy of the link between kindergarten education and primary education in China.

1.3.3 Using the questionnaire survey, investigate the views of parents.

1.3.4 Analyze and summarize the reasons and find the corresponding solutions.

## **1.4 Scope and Limitation of the Research Study**

This study selected Guiyang City, Guizhou Province, as the research scope; Guiyang City is a new second-tier city. The actual situation is between the third tier and



the second tier. A survey of the current situation of this city can summarize most of the cities in China.

### **1.4.1 Research Scope**

#### **1.4.1.1 Research Subjects**

The subjects of the semi-structured interview were two kindergarten principals, two prominent kindergarten class teachers, two parents of large kindergarten classes, two primary school principals, two first-grade teachers, and two first-grade parents.

The subjects of the questionnaire survey method are 100 parents of large-class kindergarten students and 100 parents of first-grade students in primary school.

#### **1.4.1.2 Research Content**

Through the semi-structured interview method, this paper investigates how kindergarten and primary school principals understand and implement the current policy of linking kindergarten and primary education and investigates the views, practices, and problems of kindergarten and primary school teachers on the policy, to investigate the views of parents in kindergartens and primary schools on the policy.

After using the questionnaire method, this paper investigates the specific practices of kindergarten and primary school parents in the convergence process.

### **1.4.2 Research Limitation**

Because the interviewees are subjective, they cannot represent the views of the owners of the position, nor do they represent the thoughts of the school and most families. The survey results are not enough to represent the whole of Guiyang City and Guizhou Province. However, it is hoped that the advantages of Guiyang City will reveal as much of the investigation situation as possible.

## 1.5 Research Framework

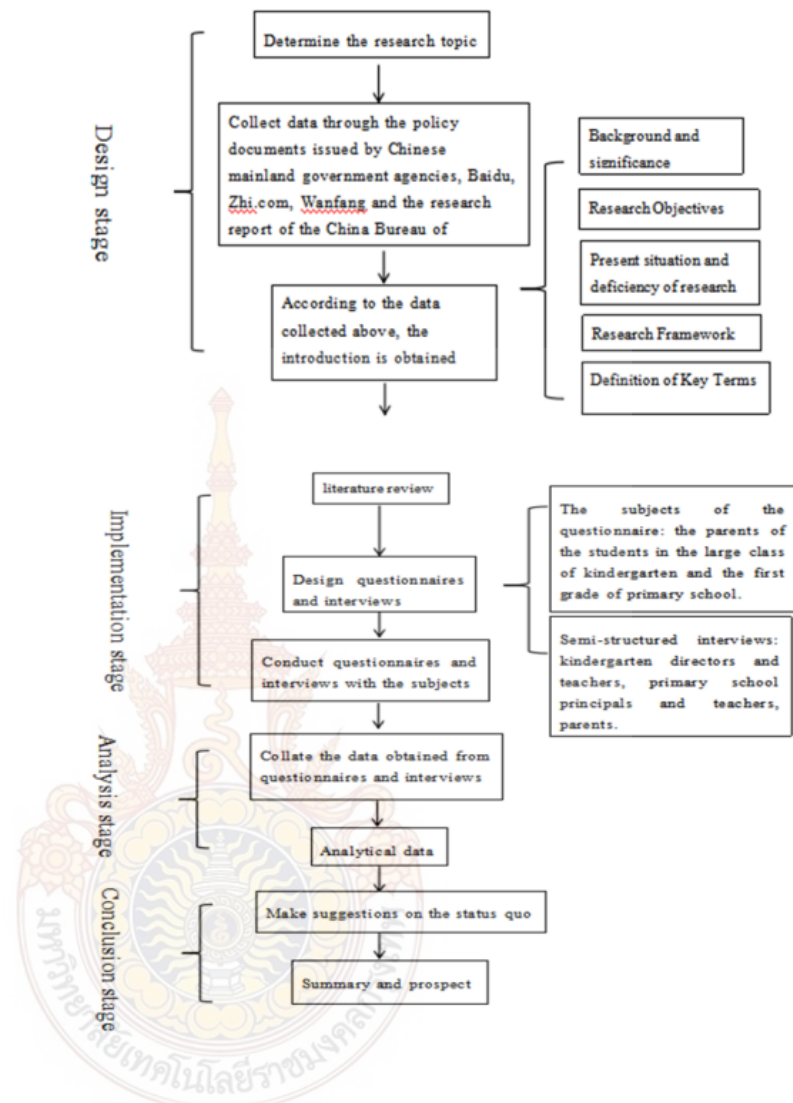


Figure 1 Research Framework

## 1.6 Definition of Key Terms

### 1.6.1 The Link Between Kindergarten Education and Primary Education

"The link between kindergarten education and primary education" is how a child changes from a kindergarten child to a pupil. This process is essential to the student's life. If it is not connected well in this process, it will harm young children's future learning journey. Its core is how children of this age can effectively adapt to primary school life and successfully realize the link between kindergarten and primary

school education. Kindergarten and primary school are as follows: (1) The education content differs. Kindergartens do not belong to the compulsory education phase in China (Shi & Liao, 2003). In kindergartens, teachers have many teaching methods and contents, which can be changed at any time according to teachers' ideas and students' needs, and there is no need for examinations. In addition to teaching and enlightening education for comprehensive and harmonious development, kindergartens also need to care for children's lives. Primary education belongs to the compulsory education stage and needs to be carried out according to the national education outline (Zhou, 1993). Children are purposeful and planned, including comprehensive sustainable development in morality, intelligence, physical fitness, aesthetics, and labor. Most teaching modes are classroom teaching, with teachers assigning assignments and arranging exams. (2) daily life will be elementary in kindergarten, and teachers will often arrange games to play. There is about one hour of collective teaching practice, and there will be about two hours of collective nap at school during the day. Parents can prepare snacks and snacks for them to take to school, and kindergarten teachers will also prepare snacks for their children. The primary school has classroom teaching, morning meetings, recess exercises, eye exercises, and extracurricular activities. The class time every day is also longer. Primary school stipulates that students are prohibited from bringing snacks and toys into school. Discipline and code of conduct are mandatory. (3) The different settings of the teaching environment. The kindergarten classroom is called the activity room, and the size of each class is smaller than that of the primary school. Generally speaking, the kindergarten area is only as large as the primary school playground, with less movement and fewer teachers and students. Primary schools are called classrooms, with a class size of about 45, more significant than the number of kindergartens. The environment is equipped with single-color teaching equipment such as blackboards and multimedia. Students have relatively few opportunities to choose activities freely. Generally speaking, primary schools have a larger area, with not only one building but also bathrooms on each floor, many classrooms, more moving lines, and more teachers and students. (4) The relationship between teachers and students is different. Teachers always accompany young children and provide them with all kinds of help at any time. In primary school, most of the communication between teachers and students is in the classroom, and each teacher is

only responsible for one subject, appears in class, and leaves after class, resulting in less contact and involvement. Teachers generally do not help students with their daily needs but must solve them by themselves, such as drinking water, going to the toilet, and tidying up their school bags (5). Parents have different requirements and expectations for their children. Parents only ask their children to have fun in kindergarten and hope teachers can take good care of them and eat and drink well daily. Generally speaking, there are no requirements for absorbing learning content and knowledge. Parents of elementary school students often propose to get full marks in exams and actively participate in school activities, hoping to get awards, affirmation, and praise from teachers.

The link between kindergarten education and primary education in this study refers to this stage of the link between kindergartens and primary schools in Guiyang.

### **1.6.2 Policy Implementation**

In order to realize the interests and will of the classes and strata they represent, organs of state power, political party organizations, and other social and political groups have standardized in the form of authority within a particular historical period, the goals to be achieved, the principles of action, the precise tasks to be accomplished, the working methods to be carried out, the general steps and concrete measures to be taken (encyclopedia, n.d-b). The policy has the characteristics of class, error, timeliness, and representation. Class nature means that the policy only represents the interests of a particular class and does not represent the consciousness of everyone; correctness means that there will be a distinction between right and wrong policies, and not all policies are correct; timeliness refers to policies issued under certain time conditions and national conditions, with timeliness. Declarative means that the policy is not a physical object but a concept and information the relevant authorities express in words and language.

Policy implementation refers to a dynamic process in which policy executives use various means to transform policy concepts and ideas into actual implementation. Since policy implementation is a concrete implementation of abstract words, inevitably, policy blessings, policy perfunctory, policy copying, and other out-of-control problems will occur in the implementation process, which is caused by the

quality defects of the executive subject. The executor's interpretation of the policy and personal value orientation influences the policy enforcement effect, and the executor has the freedom of the principle norm system because of his responsibility and obligation. As a result, the executor will choose the scheme that maximizes his interests in the implementation process. The obedience of the target group in the implementation process is also essential. When the interests are damaged, resistance will lead to policies and countermeasures. The imperfect implementation mechanism of public policy and the lack of publicity lead to the public's lack of understanding and mistrust of the policy and its executors, so they do not cooperate with the implementation of the policy, and there is a lack of supervisors and supervision procedures in the process of policy implementation so that the effect of implementation cannot be guaranteed, errors cannot be corrected, and remedial measures can be taken promptly. The problems of the policy itself, the imbalance between the time issued by the policy and the time for the implementation of the policy will lead to the mismatch of relevant resources and inoperability; the malpractice of bureaucratic organization, policy implementation is directed from top to bottom by bureaucrats, it is inevitable that there will be unequal information, and local governments will falsely report their implementation. Administrative and cultural defects and lack of social supervision and participation in the initiative to strengthen policy implementation; most governments do not have such awareness, and society has no say in the policy implementation process.

### **1.6.3 Exempt from Exams and Enroll Nearby, Synchronous Enrollment of Public and Private Schools**

Exempting from exams and enrolling nearby means the school strictly prohibits any form of assessment to select students. All localities should divide the enrollment area and scope and the school-age needs of school-age children according to the requirements of the Ministry of Education by comparing and analyzing a variety of factors, such as the number of school-age children in kindergarten, household registration, and permanent residence. According to the enrollment scope after the announcement, if the enrollment area or scope involves a significant adjustment, it is necessary to fully listen to the opinions of the masses (encyclopedia, n.d-a).

Synchronous enrollment of public and private schools means that both public and private schools should register and enroll simultaneously. This



"synchronization" does not necessarily mean "the same day" but refers to "the same period ". Private schools, like public schools, should be managed uniformly according to the requirements of the Ministry of Education, approval place, and the enrollment plan and enrollment plan shall be declared in advance. The examination and approval shall be carried out by the educational administrative department in charge of the examination and approval following its primary school-running and actual local conditions. The enrollment scope of privately-run schools is limited to the place of examination and approval. If enrollment degrees are balanced in the place of examination and approval, they may enroll students outside the place of examination and approval. However, they may not enroll students across cities, all private compulsory education schools recruit students by randomly allocating places by computer, and parents are not required to provide any other information. Random enrollment shall be uniformly organized by the educational administrative department in the place of examination and approval, not by the school itself, and subject to social supervision. The allocation results shall be immediately public, and the pinching behavior shall resolutely end. Free places in private schools purchased by the government shall be uniformly enrolled under the slicing method of public schools. In practice, it is normal for public and private schools to arrange enrollment batches successively. In short, the public and private sectors follow their respective education bureaus to arrange the schedule, and not all batches are enrolled simultaneously.

"Synchronous enrollment of public and private schools" makes compulsory education return to a fair starting point. In the past, private schools often recruited students in advance and grabbed the source of students, while public schools often started enrollment within a specified period; this leads to some high-quality students being picked out by private schools in advance, which not only interferes with the standard enrollment order of schools in the stage of compulsory education but also aggravates parents' anxiety. In the case of a relatively balanced source of students, the quality of running a school depends more on the "level of running a school", that is, the concept of running a school, the level of teachers, the level of management and so on, rather than the source of high-quality students. "Synchronous enrollment of public and private schools" and "computer lottery admission" can enable children to stand on the same starting line when they receive compulsory education.

"Synchronous enrollment of public and private schools" is not to set up a "one-way line" but to promote schools to move towards "quality competition". With the promotion of the "Synchronous enrollment of public and private schools" policy, the pattern of unequal competition between public and private schools has changed. "Synchronous enrollment of public and private schools" is a means, not an end. It is a process, not a result." The purpose of this policy "is to promote the balanced and high-quality development of compulsory education, resulting in students' fair access to quality compulsory education.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Related Theories**

In the beginning, the theory of "Kindergarten Education linking to Primary Education" mainly revolved around the development of children themselves and focused on their characteristics. Children from 0 to 8 years old will encounter many moments of transformation, among which the transition from kindergarten to primary school is the most essential stage. Children should follow their developmental changes and respect their choices (Vogler et al., 2008). Subsequently, under the influence of this study, many researchers focused their research on pre-school preparation to help children adapt to primary school life in advance.

Subsequently, the American Association for Early Childhood Education (NAEYC) proposed that such a theoretical perspective was too simplistic, and there were many complexities in the development of children in cohesion, which were often overlooked. Researchers have confirmed through research that this theoretical perspective needs to be changed. The theoretical perspective shifted to ecology and socio-culture, and the understanding of "Kindergarten Education linking to Primary Education" shifted from short-term events to long-term events and from single responsibility to stakeholder responsibility starting from the late 1990s.

Rimm-Kaufman and Pianta (2000) proposed an ecological-informed approach, which first acknowledges that a successful transition from kindergarten to primary school can play a crucial role in a child's life. Then, in addition to the child's characteristics, these relationships should also change over time and according to specific circumstances during the transition process. In the process of linking, the transformation of relationships in young children will dynamically change with the personality of stakeholders, communication methods, and the situation at that time (Bronfenbrenner, 2005). Rogoff (1990) studied the correlation between children's social interactions and believed children can develop their thinking socially.

From the above theoretical perspective, it can be seen that "Kindergarten Education linking to Primary Education" is an essential and complex process that not



only needs to start from the perspective of young children themselves but also needs to consider the relationship between stakeholders and young children, as well as the changes in the relationship, as a continuous process. However, no specific response methods have been developed for the specific situation. This article will take policy as the starting point and provide corresponding solutions for the problems that arise during kindergarten education, linking them to the primary education process by investigating the views and practices of stakeholders.

## **2.2 Related Studies**

Since the founding of the People's Republic of China, we have attached great importance to the link between kindergarten and primary education. In order to promote the smooth progress of its work and let the stakeholders involved take this work scientifically and seriously, China has issued several relevant policies. Then, it was distributed to all regions, and the regional education bureaus carried out concrete implementation of the national policy. If we want to understand the link between kindergarten education and primary education in China, we should start with the policies issued by China.

This section will be divided into two parts: the development of Chinese mainland kindergarten education and primary education docking policy and Chinese mainland kindergarten education and primary education docking-related literature.

### **2.2.1 The Development of the Linking Policy Between Kindergarten Education and Primary Education in China**

#### **2.2.1.1 The Period of One-way Responsibility Subject in Kindergarten (1952-1988)**

When the People's Republic of China was founded, Chairman Mao Zedong announced the “Common Program of the Chinese People's Political Consultative Conference” and began the construction of education in New China. Based on the fact that the average gross enrollment rate in the Chinese mainland at that time was only 0.26%, the per capita educational years of 440 million citizens was less than two years, and the illiteracy rate was as high as 80% (Sun & Zhang, 2014). Three large-scale literacy campaigns were carried out in 1951. Subsequently, several primary

schools were set up in places headed by Beijing, Shandong, and Hebei so that more people could enroll nearby to receive primary education. In 1977, when Deng Xiaoping said that "respect for knowledge and talents" and "our education has lagged behind developed countries for a full 20 years, the key to realizing China's modernization is that we should have knowledge and talents." In 1978, 52 Chinese students were the first international students to study in the US. This measure represents the opening up of education in the new era and the beginning of comprehensively developing primary education. The focus of this stage of education is on primary education, and education on the Chinese mainland has just started. All localities implement the organized and step-by-step implementation of nine-year compulsory education. The primary responsibility of the kindergarten station is to link kindergarten education with primary education and is also the main implementing body. The specific policies issued during this period are shown in Table 1 (Liu & Zhang, 2021).

Table 1 The Period of One-Way Responsibility Subject in Kindergarten (1952-1988)

<b>Policy Promulgation Time / Year</b>	<b>Policy Name</b>	<b>Brief Introduction of Related Content</b>
1952	Draft interim regulations for Kindergarten	The draft interim regulations for kindergartens issued by the Ministry of Education of China put forward the tasks for kindergartens, one of which is: according to the educational policy of the new democratic education of young children, children's body and mind should be developed in an all-round way before entering the first grade of primary school.
1979	Regulations on the work of Urban Kindergarten (trial draft)	The regulations on the work of Urban Kindergarten (trial draft) promulgated by the Ministry of Education of China make it clear that the main tasks of kindergarten

		work are in accordance with the party's educational policy and Chairman Mao's teaching of "good care of children", carry out preliminary and all-round development education for young children so that they can grow up healthily and lively and lay a good foundation for entering primary school. Kindergartens must study and improve nursing and education methods, not putting materials and methods for educating primary school students, middle school students, and adults into kindergartens.
1981	Outline of Kindergarten Education (trial draft)	The outline of Kindergarten Education (trial draft) points out that early childhood education at ages 3 and 6 is integral to socialist education. The educational task of kindergarten is to educate children with all-around physical, intellectual, moral, and aesthetic development to make them grow up physically and mentally, prepare for entering primary school, and lay a good foundation for bringing up a new generation. The document stipulates the contents and requirements of kindergarten education, divided into eight aspects: living hygiene habits, sports activities, ideological and moral character, language, common sense, calculation, music, and art. It must be completed through educational means such as games, sports activities, classes, observation, labor, entertainment, and daily

		life to prevent the primary and adult of early childhood education; kindergartens should take the initiative to strive for the support of society and families.
1986	Opinions on further running preschool classes for preschool children	<p>"opinions on further running preschool classes for young children" points out that preschool classes should create a good environment according to the characteristics of physical and psychological development of children aged five to six (or seven years old) so that children can develop harmoniously in moral, intellectual, physical and aesthetic aspects. Prepare for children to enter primary school and lay the foundation for the healthy growth of a new generation. Preschool education should pay attention to children's health care and physical exercise, strengthen their physique, cultivate good hygiene habits and interest in sports activities, prevent the tendency to belittle sports and health care, and pay attention to the reality of young children. Cultivate good moral character and civilized behavior habits, prevent excessive requirements, empty preaching, and other tendencies. We should focus on inspiring children's interest in learning and cultivating preliminary learning habits. However, we must pay attention not to put the teaching tasks of the first grade of primary school into the preschool class and prevent the</p>

		<p>adoption of "injection" education methods; we should pay attention to arousing the enthusiasm and initiative of all children, teaching students following their aptitude according to individual differences, correct the phenomenon that they are divorced from the reality of young children, engage in "one size fits all", and suppress the enthusiasm of young children.</p>
--	--	--

#### **2.2.1.2 The Period of Two-way Responsibility Subject of Kindergarten and Primary School (1989-2009)**

In 1989, the Chinese Communists, mainly represented by Comrade Jiang Zemin, United and led the Party members and people of all ethnic groups to adhere to the Party's basic theory and line and continuously discovered many new experiences in governing and revitalizing the country during the process. the critical thought of "three represents" has been formed. Then, to adhere to people-oriented, comprehensive, coordinated, and sustainable development and the development of socialism with Chinese characteristics, the Chinese mainland paid more and more attention to the importance of the link between kindergarten education and primary education. Through the reflection and research on the policy implementation in the period of one-way responsibility subject of kindergarten in the first stage, it is found that the unilateral link between kindergarten education and primary education will be "primary school". It cannot effectively solve the situation in the convergence, so this stage turned to kindergarten and primary school two-way responsibility subjects. However, it did not implement the specific responsibility of the primary school and did not put forward specific norms. The implementation goal at this stage is only from the knowledge reserve to achieve better access to primary school, and relevant policies for implementing the link between kindergarten and primary education were not put forward. The specific policies issued during this period are shown in Table 2 (Liu & Zhang, 2021).

Table 2 The Period of Two-Way Responsibility Is Subject to Kindergarten and Primary School (1989-2009)

<b>Policy Promulgation Time/Year</b>	<b>Policy Name</b>	<b>Brief Introduction of Related Content</b>
1989	Rules for Kindergarten work (for trial implementation)	“In the Kindergarten work regulations (for trial implementation)”, the contents such as "making children's physical and mental development sound before entering primary school" and "laying the foundation/preparation for entering primary school" are deleted from the "Kindergarten tasks". Moreover, for the first time, Article 28 of the General Principles stipulates that kindergartens and primary schools should be closely linked, cooperate, and pay attention to the connection between the two stages of education.
1991	Opinions on improving and strengthening the management of preschool classes	"Opinions on improving and strengthening the management of preschool classes" put forward: 1. In areas where the population is sparse, the residence is scattered, and the children have less than one class, children's activity groups (stations) or play groups can be organized, but double-entry teaching with primary school students is not allowed. 2. Attention should be paid to the connection between preschool and primary education. In order to guide the work of preschool education, the current tendency of "primary school" must be corrected. 3.



		Primary schools shall accept first-year students and not hold any tests or examinations.
2001	Guiding Outline of Kindergarten Education	This outline is specially formulated to implement the “Education Law of the People's Republic of China”, “regulations on Kindergarten Management,” and “Regulations on Kindergarten Work”, to guide kindergartens to carry out quality education in depth and to standardize kindergarten education in the new period further. The general principles stipulate that kindergartens should cooperate closely with families and communities, link up with primary schools, and make comprehensive use of all kinds of educational resources to create good conditions for the development of young children.
2008	Guiding opinions on the connecting activities of Kindergarten Education and Primary Education	“The guidance on the connection between Kindergarten and Primary Education” was promulgated by Shanghai Municipality. It is the first policy issued by the local government to standardize and guide the connection between kindergarten education and primary education, which plays an exemplary and leading role in all parts of the country. The guidance is as follows: 1. To strengthen cooperation, kindergartens and primary schools in Shanghai should strengthen cooperation and jointly promote the connection between kindergarten and

		<p>primary education. The two sides should establish a long-term and stable contact mechanism, establish a cooperation mechanism, and carry out educational exchanges, research and evaluation regularly. 2. Clear goal, the connection between kindergarten education and primary education should have a clear goal, so as to better achieve the educational goal before leaving kindergarten, the kindergarten should provide information about early childhood development to the primary school and put forward specific goals to the primary school. At the same time, considering the differences between different early childhood stages, personalized action plans should be made according to the individual differences of young children. 3. To optimize the connecting environment, kindergartens and primary schools should work together to provide a good connecting environment for young children. Schools can carry out family visits in the form of home visits and parent-teacher meetings, and schools can send teachers to participate in each other's work, which will help to achieve a good educational environment. At the same time, primary schools should carry out joint activities with kindergartens, such as everyday play activities and educational</p>
--	--	--



		<p>lectures, which can fully show the vitality and strength of the school and let children feel the fun of learning bit by bit. 4. To optimize the evaluation mechanism, the ultimate goal of the connection between kindergarten and primary education is to improve teaching quality and students' academic level. Therefore, an evaluation mechanism must be established to assess whether the set goals have been achieved and what areas need to be improved. When communicating between kindergarten and primary school, we should communicate the problems in education and teaching in time and think about solutions together. At the same time, promoting the relevant kindergartens, primary schools, and educational administrative departments is necessary to comprehensively assess the future connection between kindergarten education and primary education.</p>
--	--	--

#### **2.2.1.3 The Period of Multi-stakeholder Responsibility Subject (From 2010 to Present)**

At that time, the World Expo was held in Shanghai, and the Shanghai World Expo promoted the development of tourism, employment, and consumption. After that, the national economy increased daily, and families increasingly valued their children's education. The economic investment in education began to increase, leading to stakeholders' superficial problems in the link between kindergarten and primary education. Given this situation, the linking policy of kindergarten and primary education moves towards the period of responsibility subject of multi-stakeholders. 2010 is the 30th year after China's reform and opening up. China's politics and economy

have improved significantly. Table 3 (Liu & Zhang, 2021) and table 4 show the specific policies issued during this period.

Table 3 The Period of Multi-Stakeholder Responsibility Subject (From 2010 to Present)

Policy Promulgation Time / Year	Policy Name	Brief Introduction of Related Content
2010	Some opinions on the current Development of Preschool Education	The State Council issued “some opinions on the current Development of Preschool Education” with Guofa (2010) 41, which puts forward 10 key points: 1. Put the development of preschool education in a more important position. 2. Various forms of expansion of preschool education resources. 3. There are many ways to strengthen the construction of preschool teachers. 4. Various channels plus investment in pre-college education. 5. Strengthen the access management of kindergartens. 6. Strengthen safety supervision of kindergartens. 7. Standardize the management of kindergarten fees. 8. Adhere to scientific care and education to promote children's physical and mental health development. 9. Improve the working mechanism and strengthen organizational leadership. 10. Overall planning and implementation of the three-year action plan for preschool education. In the fourth opinion, it is clearly put forward that "all localities should formulate the average funding standards and

		<p>financial allocation standards for public kindergartens according to the actual research." Formulate preferential policies to encourage social forces to run gardens and donate funds to assist gardens. Families reasonably share the cost of preschool education. Establish a preschool education subsidy system to subsidize children from families with financial difficulties, orphans, and children with disabilities to receive universal preschool education. Develop preschool rehabilitation education for disabled children. The central government has set up special funds to support the development of preschool and preschool bilingual education in rural areas, ethnic minority areas, and border areas in the central and western regions. Local governments should increase investment and focus on supporting the development of preschool education in remote and poverty-stricken areas and ethnic minority areas. Standardize the use and management of funds for preschool education. " Article 8, it is put forward that "strengthens the allocation and guidance of kindergarten teaching aids and children's books, creates a rich and colorful educational environment for children, and prevent and correct the tendency of" primary education "in kindergarten education." The "opinion" has</p>
--	--	--

		brought new reforms to the policy of linking kindergarten education with primary education in the Chinese mainland.
2011	Circular on standardizing nursery education in kindergartens, preventing and correcting the phenomenon of "primary school."	<p>“The notice on standardizing Kindergarten Care Education to prevent and correct the phenomenon of ‘Primary School’ requires that kindergartens follow the law of children's physical and mental development, correct the contents and methods of "primary school" education, create good conditions suitable for children's development, rectify the "primary school" educational environment, strictly implement the compulsory education enrollment policy, strictly prohibit all forms of primary school entrance examinations, and strengthen professional guidance and dynamic supervision. Establish a long-term mechanism, increase social publicity, and create a good social atmosphere. The circular inspects and rectifies the phenomenon of "primary school" in kindergarten education and the illegal holding of entrance examinations in primary schools.</p>
2012	Circular on standardizing nursery education in kindergartens, preventing and correcting the	<p>“Circular on standardizing nursery education in kindergartens, preventing and correcting the phenomenon of ‘primary school’ requires that kindergartens follow the law of children's physical and mental development, correct the contents and</p>

	phenomenon of "primary school."	methods of "primary school" education, create good conditions suitable for children's development, rectify the "primary school" educational environment, strictly implement the compulsory education enrollment policy, strictly prohibit all forms of primary school entrance examinations, and strengthen professional guidance and dynamic supervision. Establish a long-term mechanism, increase social publicity, and create a good social atmosphere. The circular inspects and rectifies the phenomenon of "primary school" in kindergarten education and the illegal holding of entrance examinations in primary schools.
2012	Guidance on the establishment of parents' committees in primary and secondary schools and kindergartens	The Ministry of Education of China has promulgated the "Guidance on the establishment of parents' committees in primary and secondary schools and kindergartens", which proposes to fully understand the significance of establishing parents' committees, clarify the primary responsibilities of parents' committees, actively promote the establishment of parents' committees, give full play to the positive role of parents' committees in supporting school work, and provide a strong guarantee for the construction of parents' committees.
2012-2016	"Professional	These six policies make explicit provisions

	<p>Standards for Kindergarten Teachers”, “Professional Standards for Primary School Teachers”, “Guidelines for Learning and Development of Children aged 3 and 6”, “Ten Regulations on Reducing the burden of Primary School students”, and “Kindergarten work regulations”</p>	<p>on the connection between kindergarten education and primary education in terms of teachers, curriculum, and teaching. The “Professional Standard of Kindergarten Teachers” has five characteristics: first, it puts forward special requirements for kindergarten teachers' ethics and professional attitudes. Second, kindergarten teachers are required to attach great importance to the life and health of children. Third, it fully embodies the basic characteristics of the combination of care and education in kindergarten. Fourth, emphasize the practical ability of education and teaching that kindergarten teachers must have. Fifth, kindergarten teachers' reflection and independent professional development ability are essential. The “Professional Standard for Primary School Teachers” puts forward four basic concepts: teachers' morality first, student-oriented, ability-oriented, and life-long learning. Implementing the “Guide to Learning and Development for Children aged 3-6” is an effective means to popularize scientific child-rearing knowledge and to prevent and overcome the tendency of "primary school". The Guide comprehensively and systematically defines the reasonable development expectations and goals of children aged 3-6 in all areas of learning and</p>
--	---	---

		<p>development. It puts forward specific and operational suggestions on methods and ways to achieve these goals. The "Ten regulations on reducing the burden of Primary School students" stipulates that sunny enrollment, balanced class arrangement, "zero starting point" teaching, no homework, standardized examination, grade evaluation, one subject, and one supplementary, illegal supplementary lessons are strictly prohibited, physical exercise is maintained, and supervision is strengthened. The "Kindergarten work regulations" stipulate that the task of the kindergarten is to implement the national education policy, to follow the principle of combining conservation with education, to follow the characteristics and laws of children's physical and mental development, and to implement education with all-round development in moral, intellectual, physical and aesthetic aspects, to promote the harmonious development of children's body and mind. The kindergarten also provides scientific parenting guidance to parents of young children.</p>
2014	Opinions on the implementation of the second phase of the three-year action plan	<p>The main measures in the "opinions on the implementation of the second three-year Action Plan for Preschool Education" issued by the Ministry of Education, the National Development and Reform Commission, and</p>



	for preschool education	the Ministry of Finance are: speed up the development of public kindergartens; actively support universal private kindergartens; further increase investment in preschool education; strengthen the construction of kindergarten teachers; improve the kindergarten supervision system; strengthen the guidance of kindergarten care education.
2016	Notice on launching the National Preschool Education Publicity Month 2016	The “notice on launching the National Preschool Education Promotion Month 2016” issued by the General Office of the Ministry of Education informed kindergartens and primary schools to take synchronous actions. All localities should organize kindergartens and primary schools to participate extensively and publicize simultaneously. Kindergartens should guide parents to prepare their children for school in terms of daily routine, learning quality, and social communication, and publicize the harm of learning in advance and one-sided preparation. Primary schools should adhere to the "zero starting point" teaching and adopt various ways to help children adapt to primary school life. Kindergartens and primary schools should cooperate to alleviate parents' worry about "not keeping up" and create an excellent social atmosphere.
2017	Opinions on the	In the “Opinions on the implementation of



	implementation of the third phase of the action plan for preschool education	the third phase of preschool education” action plan issued by the Ministry of Education and four other departments, the supervision system for the quality evaluation of kindergarten care and education has been formed. The behavior of running the garden is generally standardized, and the phenomenon of "primary school" is eliminated as one of the main goals.
2018	Circular on carrying out the Special Management work of "Primary School" in Kindergarten	All localities insist on attaching equal importance to development and quality to promote the continuous improvement of the level of kindergarten care education. However, some kindergartens violate the law of children's physical and mental development and cognitive characteristics, teach primary school content in advance, and strengthen knowledge and skill training, and the tendency of "primary school" is more serious, which not only deprives children of childhood happiness but also dampens children's interest in learning—affected the development of physical and mental health. In order to rectify this phenomenon, the General Office of the Ministry of Education issued a notice on carrying out the special management work of "primary school" in kindergartens, which put forward five governance tasks: 1. It is strictly forbidden to teach primary school

		curriculum. 2. Correct the way of "primary education". 3. Rectify the educational environment of "primary school". 4. To solve the problem of unqualified teachers. 5. Primary schools adhere to zero starting point teaching.
2018	Some opinions on deepening Reform and standardizing the Development of Preschool Education	In the "Opinions on Deepening the Reform and Standardized Development of Preschool Education" issued by the CPC Central Committee and the State Council, it is proposed to carry out the special governance action of "primary school" in kindergartens and resolutely overcome and correct the tendency of "primary school". The starting grade of primary school must adhere to zero starting point teaching in accordance with the national curriculum standards.
2019	Opinions on deepening Education and Teaching Reform and improving the quality of compulsory Education in an all-round way	We should teach strictly according to the zero starting point of curriculum standards, set up a transitional activity curriculum in the first grade of primary school, and pay attention to the connection between kindergarten education and primary education.

Table 4 The Period of Multi-Stakeholder Responsibility Subject (From 2010 to Present)

Policy Promulgation Time / Year	Policy Name	Brief Introduction of Related Content
2021	Guiding opinions on vigorously promoting the Scientific connection between Kindergarten and Primary Schools	The main goal is to comprehensively promote the implementation of school preparation and adaptation education in kindergartens and primary schools, slow down the convergence slope, and help children achieve a smooth transition from kindergarten to primary school. Kindergarten and primary school teachers' and parents' educational concepts and behaviors have changed. The effective cooperation mechanism between young and young has been established, and the educational ecology of scientific connection has been formed. The main measures are as follows. The kindergarten is ready for admission. 2. Primary school enrollment adaptation education. 3. Establish a joint teaching and research system. 4. Improve the mechanism of co-education in homes and schools. 5. Increase the intensity of comprehensive management (Education, 2021).
2023	Notice on carrying out summer teacher	In the “notice on carrying out Summer teacher training in 2023” issued by the General Office of the Ministry of Education,

	training in 2023	it is pointed out that in the stage of primary education, children's learning in games and life should be set for preschool education. Compulsory education should focus on the in-depth implementation of the new curriculum standard. Further, teachers should be provided with learning resources such as "how to do"(Education, 2023c).
2023	Circular on doing a good job in the management of out-of-school training in the summer of 2023	It is proposed that the high-pressure situation be maintained and invisible variation is severely cracked down, including illegal discipline training by training institutions for preschool children between the ages of 3 and 6. It is also proposed to issue a proposal, a letter to parents, consumer reminders, or offline home visits to guide parents to treat them rationally and choose out-of-school training cautiously, pay more attention to their children's physical and mental health, and not mindlessly follow suit(Education, 2023a)
2023	Opinions on the Construction of a High-quality and balanced basic Public Education Service system  Circular on doing well in the	“Opinions on the Construction of a High-quality and Balanced Basic Public Education Service System” is proposed to comprehensively promote enrolling students in the nearest public and private schools without examination to ensure that different groups of school-age children receive compulsory education equally (daily, 2023). “Circular on doing well the enrollment work

	enrollment work of ordinary Primary and Middle Schools in 2023	of ordinary Primary and Middle Schools in 2023” proposes to consolidate the results of examination-free enrollment in compulsory education, and all localities should, in accordance with the principle of "school enrollment and enrollment nearby", scientifically and rationally delimit the school enrollment area, standardize the collection of registration information, improve the orderly admission mechanism, and effectively ensure fair enrollment opportunities(Education, 2023b).
--	--	--

### 2.2.2 Literature on the Link Between Kindergarten Education and Primary Education in China

This section will collect and analyze the relevant literature on "the link between Kindergarten Education and Primary Education" through CNKI (China National Knowledge Infrastructure). According to the search for "the link between Kindergarten Education and Primary Education", 5808 Chinese literature were found, and 5139 invalid journals, such as conferences, newspapers, and books, were manually removed. The time of publication began in 1982. The density of research reached a small peak in 2008, 2012, 2016, 2019, and 2022, especially in 2022 (see Figure 2). After using the keyword "link policy between kindergarten education and primary education" as the keyword, 529 articles were found, and the first one was not available until 2005. the density of research reached a small peak in 2012, 2016, 2018-2019, 2020, and 2022, especially in 2022 (Figure 3).

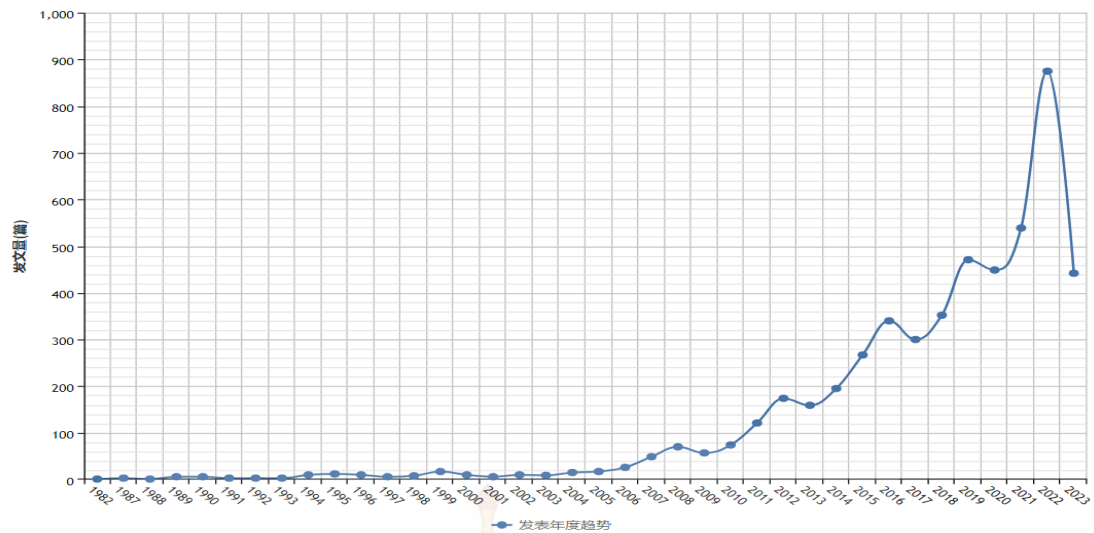


Figure 2 Trends in Publication Volume

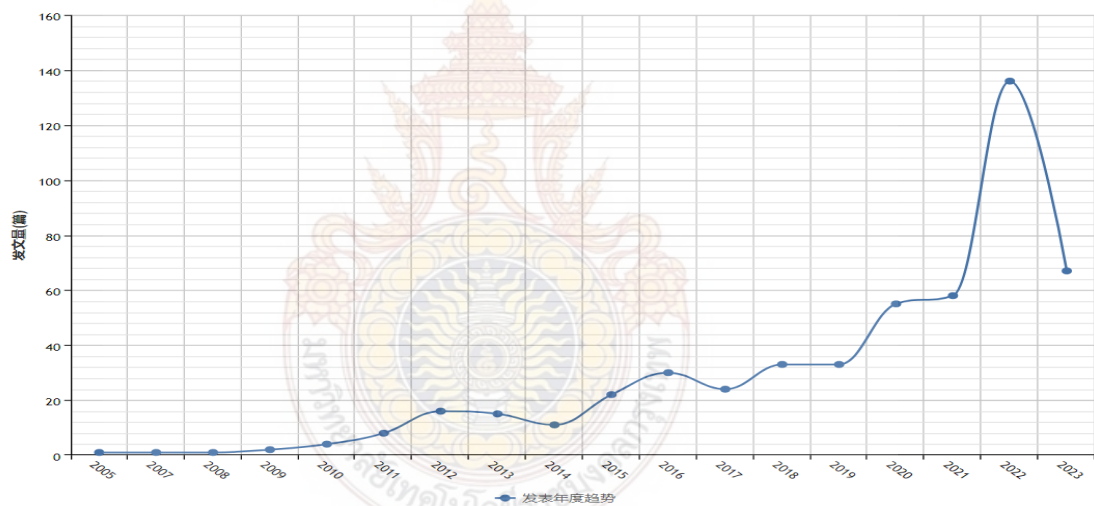


Figure 3 Trends in Publication Volume

Graph of the combined with the peak node of the two keywords and the time node of the policy promulgation, the following contents are obtained:

#### 2.2.2.1 Period From May 2008 to December 2011

In May 2008, Shanghai promulgated the "guidance on the link between Kindergarten Education and Primary Education". It is the first policy issued by the local government to standardize and guide the link, which plays an exemplary and leading role in all parts of the country. At this time, the relevant articles began to grow. In this period, apart from the central theme of "the link between kindergarten



education and primary education" (幼小衔接), there was the theme of "kindergarten" (幼儿园) the most. Although the policy content of this period is at the end of the period of two-way responsibility subject of kindergarten and primary school, few related studies are focusing on "primary schools" (小学) (see figure 4).

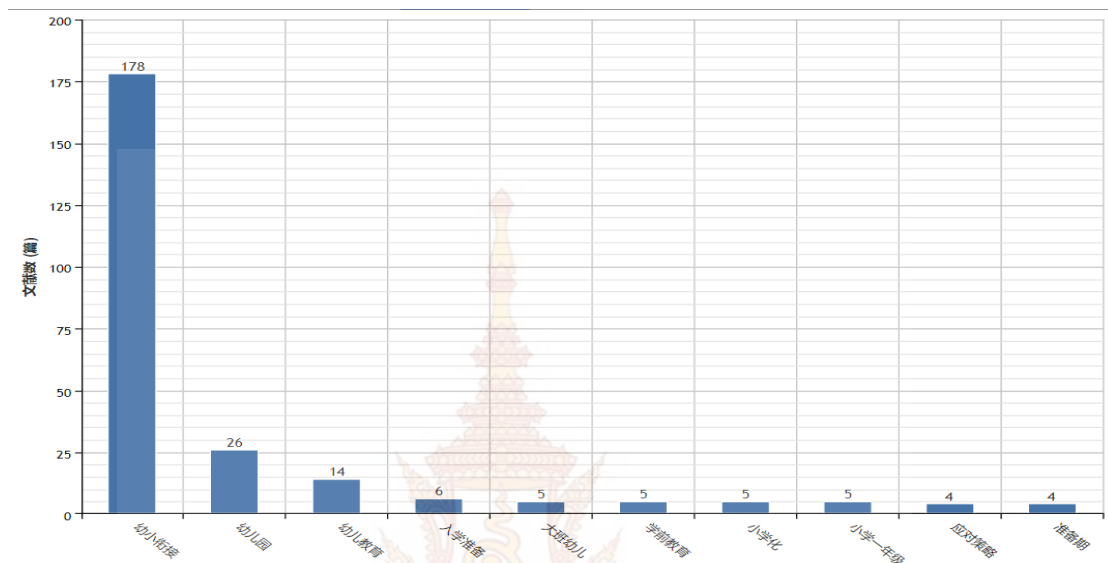


Figure 4 Main Theme Distribution

Xue (2008) said that kindergartens and preschool classes take activities as the teaching method, while school education is based on formal schoolwork learning. For children to transition smoothly to primary school, the author hopes that kindergartens can reduce their siesta time, extend classroom study time, and let children arrange their activities during recess.

Liu (2008) suggests the "slope" of the link between kindergarten education and primary education: (1) two-way communication. Teachers and parents should fully understand that the link is a common, systematic, and overall work between kindergarten, parents, and primary school, which is indispensable to avoid becoming a formal one-way link. (2) Make the goal clear. Kindergartens should do an excellent job in "paving" work, kindergarten directors should make overall arrangements, teachers should carry out activities according to the plan, and their homes should cooperate to gradually improve children's ability to adapt to entering school. (3) do an excellent job of convergence and slow down the "slope". According to the characteristics and

problems of young children, we should seize the right opportunity to guide young children. In the initial stage, we should appropriately slow the teaching progress, adjust the teaching content, reduce the difference between kindergarten and primary school, and reduce the "slope" so that children can transition smoothly to formal primary school learning.

Diao (2009) believes that we should organize meetings, seminars, consultations, and other activities, reinforce the link between kindergarten education and primary education, and improve the ability of children to materialize the fundamental link between kindergarten education and primary education. Conduct conference activities to interact with primary school teachers and establish contact with parents through discussion and consultation. Finally, the author hopes that kindergarten can cultivate the linking stage of kindergarten and primary education through time, learning habits, life ability, language expression ability, reading ability, and proper pinyin teaching.

Gao (2009) proposed that the phenomenon of "primary school" in kindergarten is becoming increasingly severe. The specific manifestations are the one-sided pursuit of quantity and difficulty in teaching content, the direct replacement of games for classroom teaching in teaching form, and the replacement of primary school management in kindergarten management in the management system.

Zhao (2010) discussed the problems in realizing the link between kindergarten and primary education in China in 2010. It mainly includes the primary education of early childhood education, the lack of a link between kindergarten and primary school, the wrong educational concepts of parents, and the compilation of teaching materials. The main countermeasures are as follows: the kindergarten should set up the correct concept of running the garden and make clear the purpose of running the garden; primary school and kindergarten should contact and communicate with each other to ensure the sustainable advancement of young children's physical and mental health and the establishment of correct educational concepts by parents.

Tang (2010) pointed out that the link between kindergarten education and primary education should be comprehensive, including not only knowledge and skills but also emotion, attitude, and ability, not only language and mathematics ability but also social abilities such as rule consciousness, task consciousness, and social

communication.

Zhou (2011) studied the methods of the questionnaire, non-participatory classroom teaching observation, and interview in the first grade of primary school. The study found problems with classroom rules, learning interest, attention, writing posture, and learning initiative.

Chen (2011) believes that the "primary education of early childhood education" refers to a wrong way of education that prematurely teaches children the knowledge of reading, writing, calculation, and other examination-oriented knowledge under the condition of violating the level of children's physical and mental advancement. The author believes that the reason for the formation of "primary school" is that the pressure of the market economy has shifted downward and transferred to children. Teachers' evaluation methods have led teachers to focus on their advancement and ignore the needs of young children. Finally, the kindergarten market is chaotic. In private kindergartens, to obtain high-quality students based on the "primary school" curriculum and let parents see the teaching effect, public kindergartens are forced to follow the "primary school" curriculum.

#### **2.2.2.2 February 2012 to December 2020**

This stage belongs to the period of multi-stakeholder responsibility. In December 2011, the "Circular on Standardizing Kindergarten Care Education to Prevent and Correct the Phenomenon of 'Primary School'" was promulgated; subsequently, in February 2012, China's Ministry of Education issued the "Guidance on the Establishment of Kindergarten Parents' Committee" and the "Circular on carrying out the 2016 National Preschool Education publicity month" issued by the General Office of the Ministry of Education, the "opinions on deepening Education and Teaching Reform and comprehensively improving the quality of compulsory Education" promulgated by the CPC Central Committee and the State Council in 2019 (China, n.d). The policy contents of these four peak periods all focus on "primary education" (小学化). At this stage, the focus of literature research is also biased towards "primary education" (小学化), and there are a few documents to follow the policy direction to study the "family" (家庭) direction (see Figure 5).

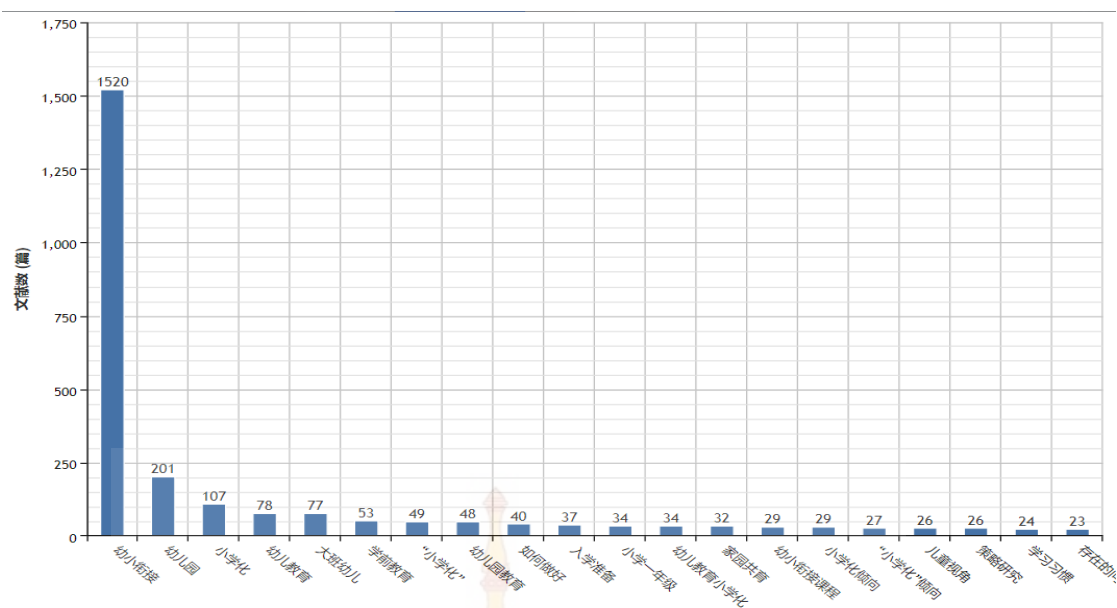


Figure 5 Main Theme Distribution

Wang (2012) believes that the government needs to strengthen supervision, crack down on relevant violations, enact legislation as soon as possible, and kindergartens and primary schools should be able to abide by state regulations to upgrade the professionalism of teachers. Finally, the government and kindergartens need to strengthen publicity for parents to improve their child-rearing level.

Tang (2012) pointed out that the harm of "primary school" is that it deprives children of their nature, hinders their physical and mental development, prevents their all-round intellectual development, hinders the development of their good habits, and makes them tired of learning.

Fu (2012) thinks that the "primary school" of kindergarten education is a kind of "pain" and a visible "disease", but this stubborn disease has persisted again and again and is challenging to be wholly eradicated, which is a kind of sadness. As a severe disease, it seriously affects the happy growth and life-long development of children. The author thinks the concept should be renewed, the system should be guaranteed, and the practice should be carried out accurately.

Yang (2013) pointed out that there are three main aspects in the link between kindergarten education and primary education: "primary education" has become the leading way to link, and teachers' concept of cohesion has been renewed, but the lack of feasibility in the educational plan, and the backwardness of parents' ideas

have prevented the smooth link between kindergarten education and primary education.

Jiang (2014) put forward the importance of parents in the link between kindergarten education and primary education. The author believes parents are essential factors besides kindergarten, primary school, and society. A correct concept of family education can help students in the linking stage of kindergarten education and primary education adapt to the environment and study so that students can adapt to primary school life in a short time. In this paper, the author puts forward that parents should stimulate their children's interest in learning, attach importance to the coordinated development of learning and physical and mental health, and cultivate their children's self-care ability and living and learning habits.

In her study, Lu (2014) proposed that current parents only see children's learning, such as how many words they recognize and how many additions and subtractions they have learned, while neglecting their physical and mental development. Therefore, the author puts forward "Home Cooperation". Through home cooperation, children's yearning for primary school can be stimulated, and the children's schedules can be adjusted appropriately.

W. Jia (2015) put forward that under the background of the "zero starting point" policy, the government should lead society, pay attention to children's physical and mental health, and the primary learning literacy of children's sustainable development in the future, such as language ability, social ability, persistence ability, and independent ability. Moreover, it pointed out that the significance of this is a more scientific formulation of kindergarten education and primary education policy, establishing students' core literacy and cultivating the consensus of parents and schools.

Liu and Li (2015) conducted a study on parents of large classes in two kindergartens in Beijing and Handan. The study found that parents' participation in family activities was significantly higher than that in school activities; the participation of boys' parents was not as high as that of girls' parents; regional and family socio-economic status impacts parents' participation.

N. Jia (2015) believes that parents, kindergartens, and evaluation criteria are the root causes of the phenomenon of "primary schooling" in kindergartens and puts forward three solutions: carrying out educational activities for parents, setting up correct teaching concepts in kindergartens, and strengthening preventive

management.

Zhang (2016) found a serious "primary school" phenomenon in rural education. Rural parents' educational level is low, leading to one-sided educational concepts and only focusing on learning knowledge. Then the simple facilities and equipment of the kindergarten tend to be "primary school", the professionalism of kindergarten teachers is weak, the curriculum setting pays too much attention to parents' requirements, with emphasis on "reading, writing and calculation", and teaching evaluation is too subjective.

Li et al. (2019) summarized the forum "Primary School Gamification: the Experience, dilemma, and Direction of Kindergarten Curriculum Reform". The forum pointed out that primary school and gamification are not opposed to each other but are integrated, and the most significant difference between the two is the way knowledge is transferred. The forum also stressed that the formation of "primary education" is accompanied by many complex social factors, and the rectification of "primary education" cannot be done across the board but should be comprehensively considered in the specific environment of "one place at a time".

#### **2.2.2.3 March 2021 to the Present Stage**

This stage belongs to the period of multi-stakeholder responsibility. with the release of the "guidance on vigorously promoting the Scientific link between Kindergarten and Primary School" issued by the Ministry of Education in March 2021 and the policy on the link between kindergarten education and primary education, the research direction began to focus on the contents of "strategic research" (策略研究), "home co-education" (家园共育), "linking curriculum between kindergarten education and primary education" (幼小衔接课程) and "first grade of primary school" (小学一年级). It is also in line with the focus of the current policy requirements, which is the most recent peak period of publication (see Figure 6).



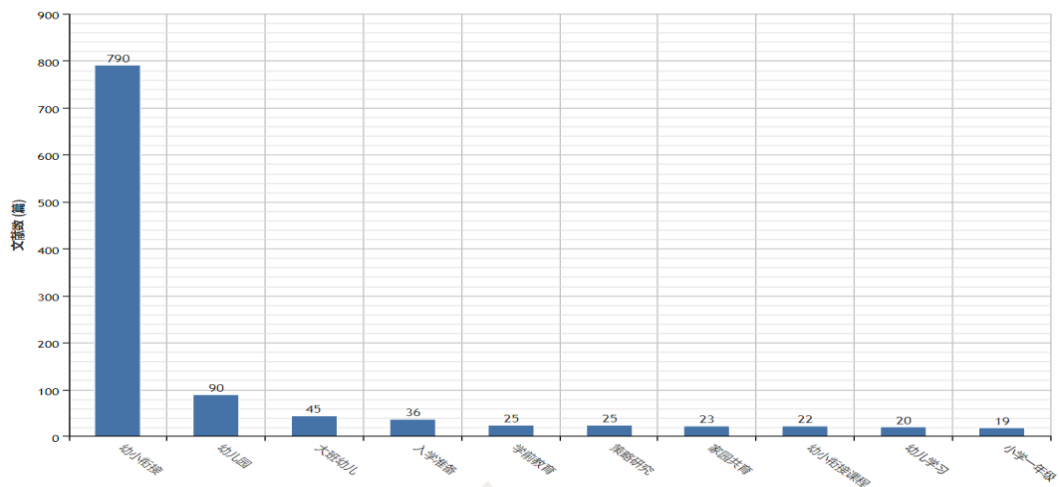


Figure 6 Main Theme Distribution

Lin (2023), according to the "guidance on vigorously promoting the Scientific link between Kindergarten and Primary School" issued by the Ministry of Education in 2021, the author studies the linking strategy of kindergarten education and primary education, which is co-nurtured by family, garden, and school. This paper puts forward the linking strategies of the three kindergarten education and primary education: strengthening training, improving teachers' professional ability, perfecting the plan, constructing the trinity mechanism, and co-education hand in hand. Enrich the linking activities between kindergarten education and primary education.

Miao (2021), through the literature research on the class management of the first grade of primary school, taking S primary school as an example, investigated the students and teachers of the first grade of S primary school by using the methods of questionnaire and interview. There is a lack of adequate communication and understanding of students; arbitrary situations are apparent, and there is a lack of democracy, effective class management planning, and attention to students' learning interests. The timeliness of class teaching order management is short, the performance of class teachers is different from that of non-head teachers, the guidance of students' behavior norms is lacking, the power of class management is too single, and the class atmosphere is too rigid. This paper puts forward the understanding of strengthening the link between kindergarten education and primary education and the understanding of students, establishing the concept of "people-oriented" education, grasping routine education, and cultivating students' good habits. Make an effective class management

plan, build good teacher-student relationships, establish a class management evaluation mechanism, implement diversified class management subjects, reasonably arrange a class cultural environment, and implement other targeted countermeasures.

Meng (2023) believes that integrating a "cohesive curriculum" into the kindergarten curriculum runs through small, medium, and large classes so children can smoothly realize the link between kindergarten and primary school. To a certain extent, most kindergarten parents regard the "bridging curriculum" as the leading educational means linking kindergarten and primary education. Through the research, the author finds that there are mainly the following problems in the process of children participating in kindergarten bridging courses: kindergarten blindly pursuing parents' needs, unreasonable curriculum content design, inadequate management of teachers; parents' outdated concept of cohesion, lack of effective communication between parents and kindergarten, and parents' lack of correct understanding. There are some problems, such as the lack of teachers who fully master the teaching content of kindergarten and primary school education, teachers' lack of professional accomplishment, and teachers' lack of emotion to support the scientific link of young children.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

First of all, the literature research method should be used. The literature research method transcends time and space and can investigate ancient and modern Chinese and foreign literature. Because the literature research method is a kind of written investigation, it is more accurate than oral narration, and it is a kind of indirect investigation. There is no need to communicate face-to-face with the interviewees, and they will not be affected by his various reactions. It is also a convenient, accessible, time-saving, and safe investigation method. In this study, the sources of the link policy between kindergarten education and primary education are policy documents issued by Chinese government agencies, networks, and research reports of the China Bureau of Education.

Moreover, it sorts out its related research results through the study of other scholars to have a general understanding of its formation. This study will collect and analyze the link between kindergarten education and primary education in China to understand the relevant policies further and collect relevant literature. Analyze the effect of implementation in various places, what suggestions scholars have, and what gaps there are on this topic, which can provide reference for this article. We can avoid repeated research in this field through the literature research method and find the gaps to provide further understanding and solutions.

The second method is to use a questionnaire survey. The questionnaire survey method is a wide range of research methods, and the survey information can be obtained indirectly through the questionnaire survey. A questionnaire is a list of questions prepared in advance and answered by the interviewees. According to the purpose and requirements of the study, the questionnaire survey method is a means to develop a questionnaire, investigate the situation with the respondents, and seek opinions and suggestions. This method is especially suitable for investigating the current situation. The questionnaire includes a title, preface, hint, guidance, personal characteristics, facts, attitude, and open-ended questions. In this study, the author will

design a questionnaire about the link policy between Chinese mainland kindergarten education and primary education and distribute the questionnaire to the parents of large classes and first-grade students in kindergartens in various districts and counties of Guiyang City. Through this questionnaire survey, we can understand how the parents of large classes and first-grade kindergarteners in Guiyang behave at this stage to understand the current situation.

The third is to use semi-structured interviews. A semi-structured interview is a kind of interview method between structured and unstructured. An interview outline is usually designed to guide the interview, but the order and way of asking questions can be chosen according to the situation. It combines the advantages and disadvantages of structural and unstructured. The advantage is that the interview process is bi-directional. The interviewer and the interviewee can communicate with each other according to the interview outline designed first and interview the interviewees more accurately without deviating from the topic. It is also more flexible in the form of the interview. The disadvantage is that the high cost of interview time leads to a small sample size, and the representativeness of the interview results will be low. Due to the diversity of students in the linking phase of kindergarten education and primary education, the interviewees have different interpretations of the policy and their respective positions. A semi-structured interview method can collect the actual situation more deeply. This study will conduct semi-structured interviews with kindergarten directors and teachers, primary school principals and teachers, and parents. The interview will focus on the interviewees' views, the specific implementation plan, and the current policy situation.

## **3.2 Research Population and Samples**

### **3.2.1 Population**

#### **3.2.1.1 Interview**

The subjects interviewed were principals of kindergartens and primary schools, teachers and parents of large kindergarten classes, and first-grade primary schools to investigate the principal's understanding and implementation of the policy, the specific practices of teachers, and the views of parents. This study selected

interviews with 2 kindergarten principals, 2 primary school principals, 2 large-class kindergarten teachers, 2 first-grade head teachers, and 4 parents, a total of 12 subjects.

### **3.2.1.2 Questionnaire**

The people surveyed in the questionnaire are the parents of large kindergarten classes and students in the first grade of primary school to investigate how parents connect in real life. This study distributed 1200 survey questionnaires (600 from parents of small kindergarten classes and 600 from parents of first-grade elementary school students).

### **3.2.2 Samples**

Due to differences in education levels, the questionnaire in this study will be distributed to various districts and counties in Guiyang City, covering areas with high and low education levels, to ensure that the study can accurately investigate the situation in Guiyang City. According to the Yamane formula,  $n = N / (1 + N(e^2))$  is used to calculate the sample size, where 'e' is taken as 5%. The sample size for kindergarten small-class parents and primary school first-grade student parents is calculated to be 240 each.

### **3.2.3 Sampling Methods**

In this study, the stratified sampling method was used for the questionnaire. Guiyang is divided into 6 districts, 3 counties, and 1 city. There are differences in the education level of each district and county. According to the district and county where the children studied in this study, the questionnaires of the parents of the kindergarten large class and the first grade are sampled by stratified sampling. Six districts are divided into one layer, and three counties and one city are divided into one layer. One hundred twenty (120) samples were selected from each layer, including 240 questionnaires from parents of kindergarten students and 240 questionnaires from parents of first-grade elementary school students.

### **3.3 Data Collection**

#### **3.3.1 Interview**

In this study, one-to-one interviews are conducted face-to-face, which can not only avoid the embarrassment caused by unfamiliarity with each other after getting together but also enable respondents to have a sense of security to speak freely. In the face-to-face interviews, the interviewees can be interviewed while observing the interviewees. This method of interviewing can be used flexibly and promptly to collect information quickly, effectively, and directly.

#### **3.3.2 Questionnaire**

This study distributes test papers by scanning QR codes (or web links). Scanning QR codes (or web links) can break the limitations of time and environment. Respondents can take the survey through mobile devices anytime and anywhere, reducing the survey cost and avoiding embarrassment when surveyed.

### **3.4 Research Instrument**

#### **3.4.1 Interview**

In this study, the double recording of a pen and paper pencil is used in the interview process to ensure the integrity of the interview record. The data analysis stage is completed manually without the help of research tools.

#### **3.4.2 Questionnaire**

The questionnaire distribution tool uses "questionnaire star". Questionnaire Star is the current mainstream way to distribute questionnaires in China, which can be distributed through WeChat, e-mail, and other ways. One can scan the code and click on the link, which is convenient for the interviewees.

Using SPSS software to deal with data, SPSS software belongs to the mainstream software at present, and the statistical process includes commonly used and more mature statistical processes, which non-professional statisticians can easily use. The disadvantage is that the inclusion of statistical methods lags slightly, but the data analysis of this study is sufficient to use.



### **3.5 Content Validity and Reliability**

#### **3.5.1 Interview**

In order to ensure the validity and reliability of the interview research results, the author uses the Delphi method to test the validity and reliability of the outline. Then, go through the test before the interview, check the gaps, and make up the gaps before the test. Before the interview, the interviewees will be contacted in advance to explain the purpose of the interview and informed that the recording will be made during the interview but will be handled anonymously. The interviewees have the right to choose whether to accept the interview, and the interviewees agree to sign the informed consent form after the interview. Establish a friendly communication relationship with the interviewees during the interview, and use communication skills so that the interviewees can relax and answer the interview content in more detail. After the interview, the interview results were improved concerning the recording pen.

#### **3.5.2 Questionnaire**

In order to ensure the validity and reliability of the research results of the questionnaire, the author uses the Delphi method to test the validity and reliability of the questionnaire. Then, go through the test before sending out the questionnaire, check the gaps, and make up the gaps before the test. In addition, when the survey is distributed, through the help of relevant people, the questionnaire will be distributed to the parents of kindergarten and first-grade students, and stratified sampling will be used to select samples. It can ensure that all areas with different levels of education in Guiyang can be investigated, and the number of samples is limited to 100 to ensure that the sample size is large, regardless of the overall distribution. The sampling distribution of the sample average will be close to the normal distribution (Zhang, 2022).

### **3.6 Data Analysis**

#### **3.6.1 Descriptive Statistics**

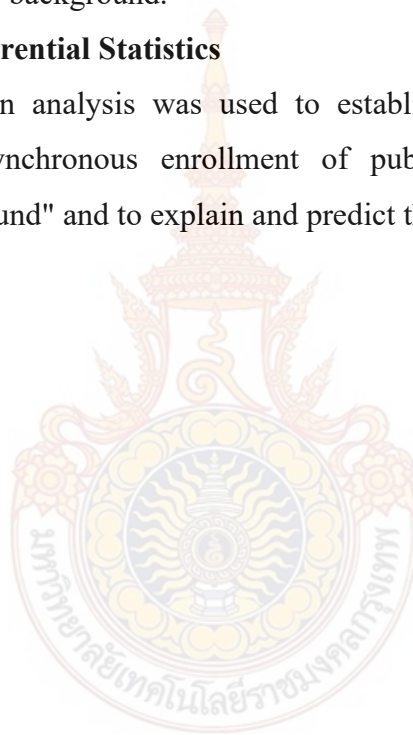
Through the descriptive analysis of the research results of the interview, this paper analyzes the specific implementation methods of "Exempt from exams and enroll nearby, Synchronous enrollment of public and private schools" and "The link between kindergarten education and primary education" by the principals of kindergartens and

primary schools, how kindergarten and primary school teachers implement "The link between kindergarten education and primary education" and how they arrange their students' life and study. The views of parents of kindergarten and primary school students on "Exempt from exams and enroll nearby, Synchronous enrollment of public and private schools".

The descriptive analysis of the questionnaire is to analyze the attitudes and practices of parents of kindergarten and first-grade students towards the policy of the link between kindergarten education and primary education, as well as the relationship with their educational background.

### **3.6.2 Inferential Statistics**

Regression analysis was used to establish a model between "parents' attitudes towards synchronous enrollment of public and private schools" and "educational background" and to explain and predict the relationship between them.



## **CHAPTER IV**

### **ANALYSIS RESULT**

#### **4.1 Descriptive Statistics**

##### **4.1.1 Views on the Link Between Kindergartens and Primary Schools**

This section mainly describes the views of principals, teachers, and parents; the first is the views of kindergarten and primary school principals, mainly divided into two points: one is the applicability of the policy, and the other is the advantages of the current policy. Then, it describes the views of large kindergarten classes and first-grade primary school teachers, divided into two parts: the participants of early childhood convergence and the necessity of early childhood convergence. The last part is the views of the parents of kindergarten and first-grade students. One is the participants, the second is the concerns, the third is the current policy, and the fourth is the views on choosing schools.

##### **4.1.1.1 Views of Kindergarten and Primary School Principals**

###### **4.1.1.1.1 Applicability of the Policy**

As the education situation in different provinces is different, different provinces will have different implementation effects in implementing national policies. What is the situation in the implementation of Guiyang City, Guizhou Province? Is it applicable locally? In this study, two kindergarten principals and two primary school principals were interviewed.

Kindergarten headmaster A, “The area where our school is located belongs to the area with a good educational level in Guiyang City. Our school has responded positively to the current national policy and implemented it. In the implementation process, the researcher found that the policy is applicable. Since the beginning of the policy of simultaneous recruitment of public and private schools, it is obvious that parents are less anxious, and so on.”

Kindergarten headmaster B, “Since our school belongs to an area with a low level of education in Guiyang, since the implementation of the policy, the implementation effect may not seem evident in the area of recruitment policy for both public and private schools. It may be because parents pay less attention to the link

between kindergarten and primary school, but the frequency of common communication between kindergarten and primary school increases. So, this policy is quite applicable to Guiyang.”

Primary school principal A, “I think it is quite applicable. While implementing the policy, I found that many things have been improved. The most obvious thing is that after the policy was issued, the student's parents did not have so many 'papers'. However, as far as I know, there are still 'entry-level exams' in individual schools, but this does not affect the application of this policy.”

Primary school principal B, “I think it is generally applicable, and many things have been improved since the implementation of the policy.”

#### **4.1.1.1.2 Advantages of the Current Policy**

Kindergarten headmaster A, “After carrying out the policy of test-free enrollment and recruitment in public and private schools, I found that parents are less committed to sending their children to the 'good school' in their hearts, and the pressure on their children will decrease. Our school also pays more attention to the training of the linking stage between kindergarten and primary school, has closer ties with primary schools, and works together for their children's physical and mental health and learning.”

Kindergarten headmaster B, “As I just said, since our school belongs to an area with a low level of education in Guiyang, the advantages may not be so obvious, but I think there is a significant improvement in the link between the primary school and us. I feel that those training courses are not so blatant.”

Primary school principal A, “I think there are many advantages, such as parents are not so 'volume', the pressure of parents is not so great, the burden of children is not so great, but also enhance the communication between kindergartens, primary schools, and parents.”

Primary school principal B, “I think the greatest advantage is that it can curb the opening of a large number of training courses, so that children do not have so much pressure to come to primary school, and primary schools will start teaching from 'zero'. To ensure that children can keep up with the teacher's pace even if they do not attend the training course.”

#### **4.1.1.2 Views of Teachers in Large Kindergarten Classes and the First Grade of Primary School**

##### **4.1.1.2.1 Participants**

Kindergarten prominent class teacher A, “I think parents, kindergartens and primary schools should first work together, parents. Parents live with their children every day. The communication between them is one-to-one, unlike our teachers. Parents are also the people who know their children best. It is best to have parents participate in the bridging stage. Our school will explain the relevant knowledge to parents so that parents can better participate. Let the children go through this stage smoothly together and prepare for the children's life in primary school. In the past, all the work was carried out in the kindergarten, and we did not know what the situation was like after the children went to primary school. If they did not understand the situation, they could not be adjusted in time, so primary schools should also be involved to better connect with the children.”

Kindergarten prominent class teacher B, “Through close cooperation with kindergarten teachers, teachers can communicate and communicate to understand the individual differences and needs of young children and make personalized transition plans. The link between young children needs to attach importance to home-school cooperation, and the active participation of parents in the transition process is also essential. Parents should actively communicate with teachers to understand their children's performance in school and provide appropriate support and help according to teachers' feedback. Teachers can provide parents with training activities suitable for home to strengthen home-school cooperation and help children better adapt to primary school life. Generally speaking, early childhood cohesion is a stage that preschool teachers pay great attention to, and we need to pay attention to the transition of learning content, the cultivation of children's adaptability, and home-school cooperation. Only by paying attention to the needs of young children in all directions can we help them make a smooth transition to primary school.”

Primary school first-grade teacher A, “I think first of all, kindergarten, parents, and primary schools must be involved. Children in kindergarten can lay a good foundation for their primary school life and study, and parents also need to cooperate with their teachers at home. Our primary school should communicate more

with kindergarten, and the three parties should work together to lay a good foundation for children in the bridging stage.”

Primary school first-grade teacher B, “Now we all know that large classes in kindergarten will be trained in the bridging stage, but I think what parents do is also very important, especially in life, parents' participation is more important, followed by primary schools, our primary schools also often communicate with kindergartens, in order to enable children to get through this stage smoothly, so that children in the first grade is not so difficult.”

#### **4.1.1.2.2 Necessity**

Kindergarten prominent class teacher A, “From my point of view, convergence refers to the transition period between kindergarten and primary school, including the process of children entering primary school after the end of preschool education. Cohesion is vital for the smooth transition of young children to primary education, as it involves their learning, adaptability, and psychological and social development. First of all, the link of young children should pay attention to the smooth transition of learning content. There are some differences in teaching contents and methods between kindergarten and primary school, so in kindergarten, children's basic literacy and learning habits should be cultivated to lay a solid foundation for their learning in primary school. For example, kindergartens can cultivate children's self-care, hands-on social skills, and a positive attitude toward learning. Secondly, cohesion also needs to be paid attention to in terms of the adaptability of young children. When children enter primary school from kindergarten, the environment and learning style will change considerably, so it is necessary to help children adapt to the new learning environment and learning style. This activity includes adapting to the new classroom form, organizational structure, and learning schedule.”

Kindergarten prominent class teacher B, “Children's life and study in kindergarten and primary school are very different, so it is still necessary to set up some special activities in our kindergarten to let children understand the life of the primary school and cultivate their abilities in daily life. For example, set up the same classroom discipline and environment as primary school, let children learn to dress and undress themselves, go to the toilet and wipe their buttocks, and so on.”

Primary school first-grade teacher A, “I found that many first-



year students still have problems such as lack of concentration in class, failure to observe classroom discipline, inability to organize stationery by themselves, resulting in unsatisfactory learning conditions of the students. Therefore, I think convergence is essential. I hope that through communication, kindergartens and parents can learn about the students' primary school problems and solve them on time.”

Primary school first-grade teacher B, “That must be very necessary. I have been a teacher for many years, and it is obvious that when the country did not pay special attention to convergence, parents did not attach great importance to it, and students would have many problems in the first grade. They then develop into parents paying special attention to, but only paying attention to learning, unthinkingly letting children learn first-grade knowledge, and paying little attention to children's psychology and life. Until now, it can be found that parents pay more and more attention to their children's physical and mental health.”

#### 4.1.1.3 Views of Parents of Kindergarten and First-grade Students

##### 4.1.1.3.1 Participants

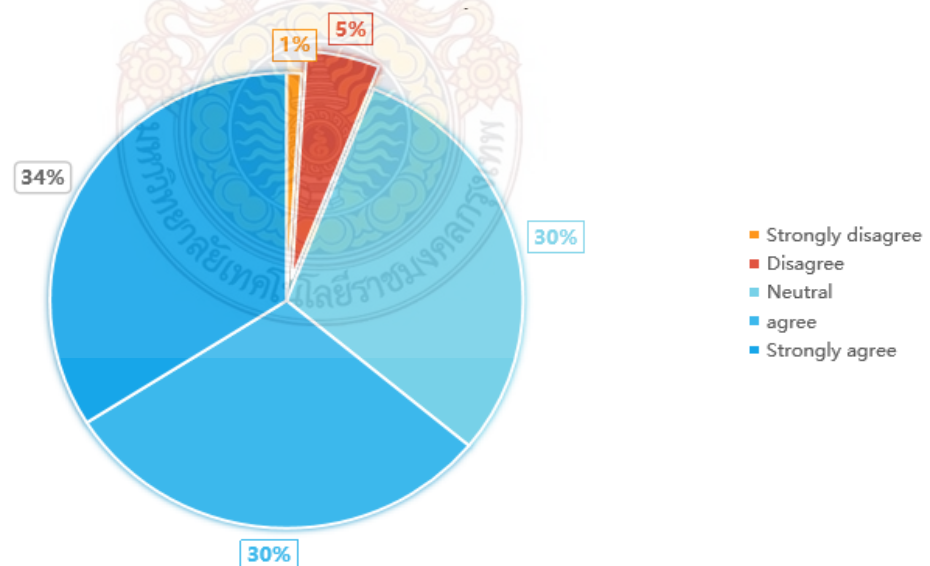


Figure 7 Views of Parents of Students in Large Classes in Kindergarten

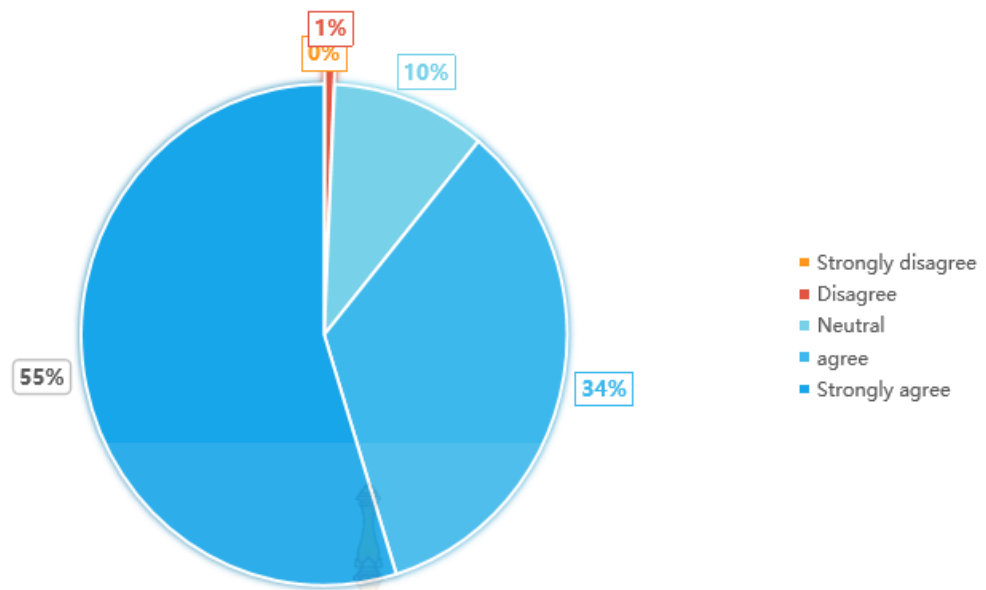


Figure 8 Views of Parents of First-Grade Students in Primary School

According to question 6 in the questionnaire survey of parents of large kindergarten and first-grade primary school classes. The question is, ‘You think the transition between kindergarten and primary school should be carried out by kindergarten, primary school, and parents together.’ Figures 7 and 8 show that 34% of the parents of kindergarten students strongly agree, 30% of the parents of kindergarten students agree strongly, 55% of the parents of the first-grade students strongly agree, and 34% of the parents of the first-grade students agree, thus it can be seen that the parents of the kindergarten large class and the first-grade students all agree that the participants in the link between the primary school and the primary school are parents, primary school and kindergarten.

#### 4.1.1.3.2 Concerns

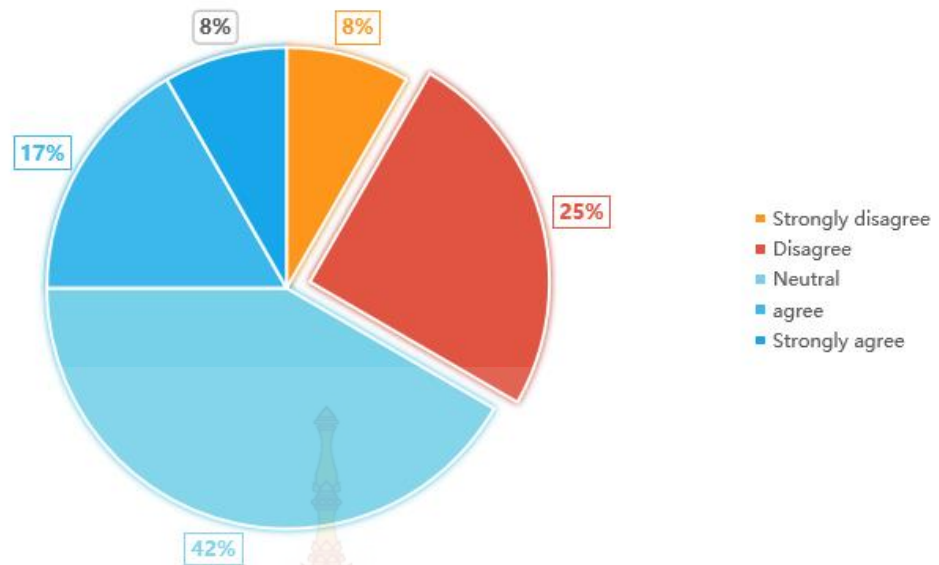


Figure 9 Views of Parents of Students in Large Classes in Kindergarten

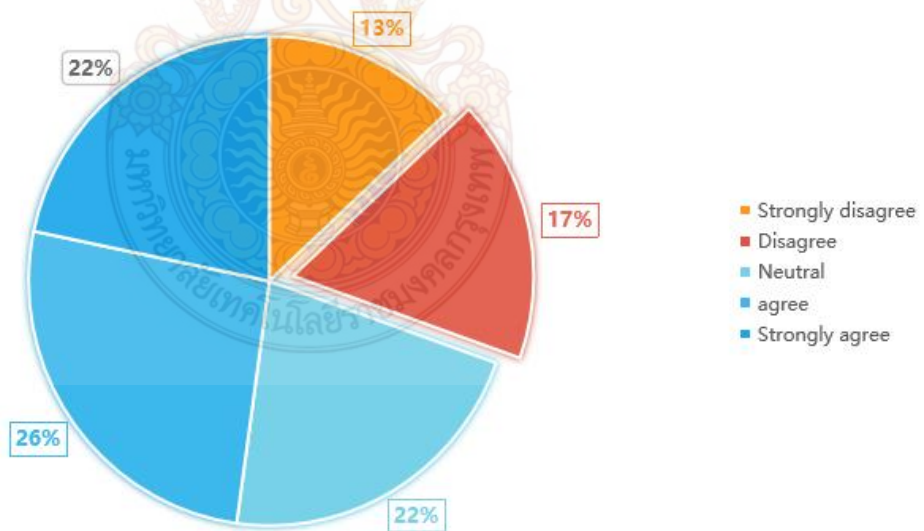


Figure 10 Views of Parents of First-Grade Students in Primary School

According to question 7 of the questionnaire survey of parents of kindergarten and first-grade students, the question is, 'You think the most important aspect of transition between kindergarten and primary school is learning, and the child's physical and mental health is not important.' Figures 9 and 10 show that 8% of the

parents of kindergarten students strongly disagree, 25% of the parents of kindergarten students strongly disagree, 42% of the parents of kindergarten students express neutrality, 17% of the parents of kindergarten students agree, 8% of the parents of kindergarten students strongly agree, and 13% of the parents of first-grade primary school students strongly disagree. 17% of the parents of the first-grade students disagreed, 22% of the parents of the first-grade students expressed neutrality, 26% of the parents of the first-grade students agreed, and 22% of the parents of the first-grade students strongly agreed. It can be seen that most parents of kindergarten students attach equal importance to their children's physical and mental health and learning and then tend to pay attention to them. Parents of students in the first grade of primary school pay more attention to their children's studies.

#### **4.1.1.3.3 Views on Current Policy**

Parents of large class students in kindergarten A, “As far as I know, the current policy of recruiting public schools and private primary schools at the same time, I think it is perfect, so that our parents are less anxious, and they do not have to send their children to various cram schools so that their children can attend school reasonably. If you go to the nearest school, it is also good to go to a school close to home, so it is convenient to pick up your children.”

Parents of large class students in kindergarten B, “The current policy has made requirements for kindergartens and primary schools, which I think is very good. Kindergarten teachers will also inform us that we should work together for our children at this stage. I think this policy is good for families like us who are not very well-off. We do not have to 'roll' with other parents, so my children can be fairly allocated to primary schools.”

Parents of first-grade students in primary school A, “My child just participated, quite fairly, and does not have to bother to go to a good school; the child's pressure is not so great.”

Parents of first-grade students in primary school B, “I think this policy is excellent. My children can be assigned to my ideal school without taking all kinds of interviews and exams. My children and I are delighted in the process. We do not have to think of ways to go to good schools everywhere.”

#### 4.1.1.3.4 Views on the Choice of Schools

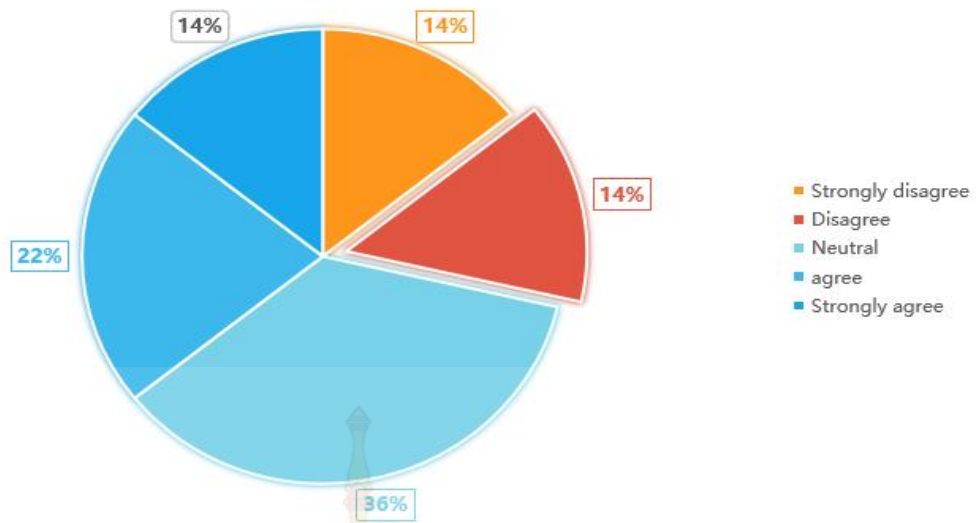


Figure 11 Views of Parents of Students in Large Classes in Kindergarten

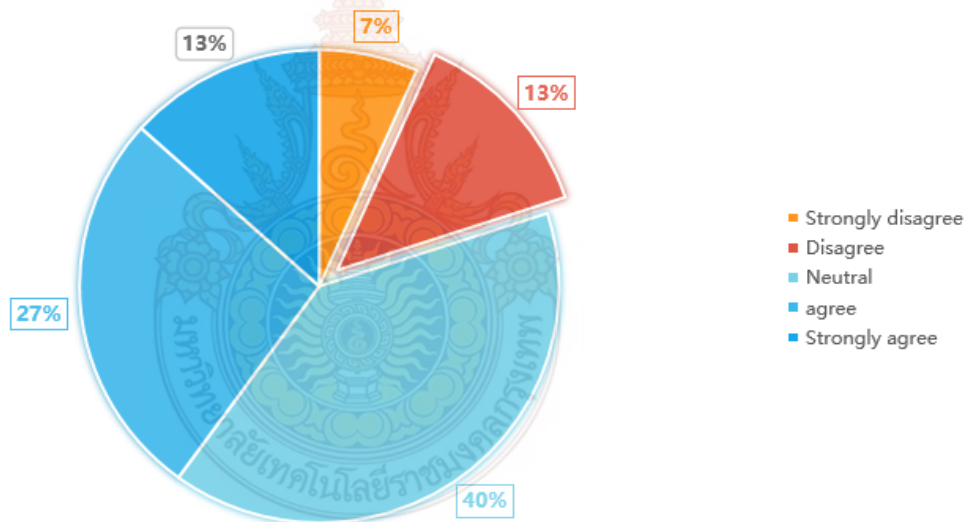


Figure 12 Views of Parents of First-Grade Students in Primary School

According to the eighth question in the questionnaire survey of parents of kindergarten and first-grade students, the question is, 'You think private primary schools are better than public primary schools?' Figures 11 and 12 show that 36% of the parents of kindergarten students are neutral, 22% of the parents of kindergarten students agree, 40% of the parents of first-grade students are neutral, and 27% of the parents of first-grade students agree. It can be seen that most of the parents of kindergarten and first-grade students are neutral in choosing schools, followed by

private schools.

#### **4.1.2 The Practice of Link Between Kindergartens and Primary Schools**

This section will analyze how they do at this stage from the perspectives of kindergarten and primary school principals, large kindergarten classes, and first-grade teachers and parents.

##### **4.1.2.1 Practices of Kindergarten and Primary School Principals**

###### **4.1.2.1.1 Response to Policies and Specific Measures**

Kindergarten principal A, ‘We all respond positively to the national policy. For the sake of the children's physical and mental health, we do not offer courses related to the teaching content of the first year, nor do we offer courses related to the entrance examination. Nevertheless, this is still quite contradictory. If they do not set up some learning courses for their children, their children's foundation will be relatively weak, and some parents will blame the school. They will say they cannot learn something in school and set up relevant courses. It will reduce children's interest in learning and let them learn knowledge in advance. Then, they may not listen after they go to primary school. This degree is quite difficult to handle. In the convergence stage, we have also made relevant measures. First, we put forward requirements to teachers to help children learn life skills in normal life so that they can care for themselves when they go to primary school. In learning, teachers will often simulate the situation of primary school classes so that children can gradually get used to primary school study and life. Parents will also be asked to participate, but the participation of parents is still low, especially for single-parent families and children whose parents go out to work. We do not offer courses related to the first grade but will teach some simple content. There have been relatively many contacts between our school and primary schools in recent years, and we also hope to improve children's changes at this stage through exchanges between the two sides.’

Kindergarten principal B, ‘Our school has been actively responding to the national education policy and has not set up advanced courses, and our school has not paid special attention to the entrance examinations quietly proposed by some primary schools. Some parents may take their children to relevant training courses. We will also carry out some activities for parents on some matters needing



attention in the early childhood transition stage to help parents treat children at this stage scientifically, but also ask teachers in large classes to take children at this stage seriously, not the "care" they used to be, requiring them to make demands on their children in life and study. There are exchanges with primary schools, and changes will be made in response to specific measures after communication.”

Primary school principal A, “Our school keeps up with the pace of the country and does not set up entrance examinations and interviews. Teachers will not only inform parents to explain primary school life to their children at home before the start of school but also let teachers gradually change students' bad habits in their daily study and life. There is also proper communication with the kindergarten, but the effect is not good; compare the form.”

Primary school principal B, “I have always responded positively. After the release of each policy, our school will make timely adjustments according to the requirements of the Bureau of Education. Our students do not have an entrance examination, and we cooperate with the state to recruit public and private schools simultaneously so that students can have the same opportunity to enter our school. Teachers and parents will be involved in helping students make a smooth transition to primary school; for example, teachers will ask students to learn learning methods and develop good learning habits suitable for primary school study. Teachers will appropriately help students develop good self-care abilities and so on. There is also communication with the kindergarten, and both sides work hard for it.”

#### **4.1.2.2 Practices of Teachers in Large Classes in Kindergartens and First Grade in Primary Schools**

##### **4.1.2.2.1 Learning Aspects**

Kindergarten prominent class teacher A, “Create a positive learning environment: provide a warm, safe and pleasant learning environment for young children and encourage them to participate in learning activities actively. Creative classrooms and activity venues can be arranged to provide various learning materials and toys to stimulate children's interest in learning. Provide appropriate learning tasks: design targeted learning tasks according to children's age and ability level. The task's difficulty should be moderate, which can not only stimulate children's learning motivation but also not be too stressful. At the same time, the task should be

challenging to encourage young children to overcome difficulties and cultivate their self-confidence and problem-solving ability. Cultivate interest in learning: stimulate children's interest in learning through various learning activities. You can use games, music, painting, and other ways to make learning interesting and meaningful. At the same time, I will proceed from the interests of young children and design learning content related to their life experiences and interests so that learning can be combined with their actual experiences. Encourage cooperation and sharing: encourage cooperation and sharing among young children in learning. We can organize group activities to let children solve problems and complete tasks together and cultivate the spirit of teamwork and a sense of mutual assistance. At the same time, I will also guide young children in sharing their learning achievements and experiences and promote communication and learning interaction between them. Please pay attention to individual differences in children's learning so I will discover and pay attention to each child's learning needs and characteristics in time. According to young children's different abilities and interests, personalized learning guidance should be provided to help them fully develop their potential. Generally speaking, the key to guiding children's learning in the early childhood convergence stage is to create a positive learning atmosphere, provide appropriate learning tasks, cultivate interest in learning, encourage cooperation and sharing, and pay attention to individual differences to promote the all-around development of each child. At the same time, we should continue to learn and practice and constantly improve teaching methods to adapt to the growth and development of young children.”

Kindergarten prominent class teacher B, “Our kindergarten does not teach the curriculum content of the first grade in advance. We will set up many learning activities, such as learning through games so that children can learn in a relaxed environment, and then we will hand in some simple knowledge, such as counting simple words. The child's performance in the course is excellent.”

Primary school, first-grade teacher A, said, “We will start teaching from ‘zero’. From a simple start, the acceptance of students will be greater, but it will also increase students' self-confidence, and most students can follow my progress.”

Primary school first-grade teacher B, “In learning, we start from

'zero' and adjust the teaching plan according to the student's personality differences. 'On the whole, the students' performance is OK.'

#### **4.1.2.2.2 Aspects of Daily Life**

Kindergarten prominent class teacher A, "In the convergence stage, I usually use the following ways to cultivate children's life schedule:

1. Establish a regular schedule: Develop and adhere to a regular schedule, including getting up, eating, taking a lunch break, washing, and lunchtime. Keeping a fixed schedule helps to cultivate children's good living habits and routines.

2. Provide adequate sleep time: based on ensuring adequate sleep time for young children, reasonably arrange their lunch break time. Sleep is essential for young children's physical and mental development, which can promote the growth and development of young children and the consolidation of brain memory.

3. Healthy and balanced diet: According to the health care room, provide healthy food for children to carry out catering guidance and reasonable arrangement of children's eating time. Ensure that young children receive adequate nutrition and cultivate good eating habits, such as eating more fruits and vegetables and not picky food.

4. Cultivate good hygiene habits: conduct education on living habits in one-day activities and guide children to develop hygiene habits such as washing hands, brushing teeth, and tidying up schoolbags. Regular physical examination and personal hygiene guidance improve children's health awareness and self-care ability.

5. Encourage outdoor activities and sports: organize outdoor games and sports activities suitable for young children, such as running, rope skipping, and ball games, to promote children's physical development and healthy growth. At the same time, we should pay attention to seasonal changes and weather conditions and reasonably arrange the time and mode of outdoor activities.

6. Cultivate good family leisure and entertainment habits: in addition to one-day activities, children are encouraged to participate in leisure and entertainment activities with their families, such as reading, painting, and games. Avoid relying too much on electronic products and indulging in the virtual world for a long time, and cultivate children's diversified interests and spiritual world.

Overall, under the guidance of teachers, the key is to establish a stable work and rest time, provide adequate sleep and nutrition, cultivate good hygiene habits, encourage outdoor activities and sports, and cooperate with families to provide scientific guidance for children's lives. At the same time, teachers should always pay attention to young children's physical and psychological status and provide individual guidance and support according to the specific situation.”

Kindergarten prominent class teacher B, “I will ask students not to go to the bathroom during class, and ask them to go to the toilet at the end of class, which will slowly reduce the time for children's siesta, because after the first grade, most students do not have time for a nap, and the time for a class is set to 40 minutes. Let them get used to the time regulations of primary school in advance, which will require them to come to school on time and will allow parents to cooperate. Let students develop a good life, but few parents still do not cooperate.”

Primary school first-grade teacher A, “Before the start of school, parents are required to explain to their students the daily routine of primary school so that parents can train their students properly at home.”

Primary school first-grade teacher B, “Let parents know in advance and ask them to inform students so they can be prepared.”

#### **4.1.2.2.3 In Terms of Self-Care Ability**

Kindergarten prominent class teacher A, “In the convergence stage, I usually use the following ways to cultivate children's self-care ability: 1. Provide opportunities for self-choice: I will give young children the opportunity to make their own choices so that they can make some decisions in life. For example, letting young children choose their clothes, toys, and books helps cultivate their autonomy and self-decision-making ability. 2. Decompose the task and guide it step by step: I will decompose the self-care task into small steps and gradually guide the children to complete it themselves. For example, teach young children how to wear and undress, wash their hands, and organize their school bags. Starting from the simplest, gradually increase the difficulty so young children master self-care skills. 3. Imitation and demonstration: I will show children the correct steps and self-care methods through imitation and demonstration. For example, demonstrate how to brush your teeth and let children imitate and follow. At the same time, I will give timely affirmation and

encouragement to encourage young children to continue to work hard. 4. Cultivate habits: cultivating good living habits is very important for children's ability to care for themselves. Through reminders, supervision, and rewards, I will cultivate children's ability to abide by rules, good hygiene habits, and time management. 5. Encourage cooperation and sharing: I will organize cooperative activities to let children cooperate in the team and cultivate their sense of cooperation and division of labor. At the same time, children are encouraged to share their experiences and skills, learn and help each other. Generally speaking, to guide children in developing self-care abilities, teachers can provide opportunities for independent choice, decompose tasks, gradually guide, imitate, demonstrate, and cultivate habits, and encourage children to cooperate and share. Through these ways, young children can gradually master self-care skills, laying the foundation for growth and independent ability development. At the same time, teachers should give full support and encouragement to young children to help them develop good living habits and self-management ability.”

Kindergarten prominent class teacher B, “I will first introduce to the children what different places they will experience after entering primary school and kindergarten, then gradually teach them how to do it in their daily study and life, and then ask them to imitate my movements. From simple to complex, step by step, let them imperceptibly bring these habits into their own lives.”

Primary school first-grade teacher A, “Although the teachers will give tutoring to the students when they are in kindergarten, some children do not have enough ability to take care of themselves after entering school, such as going to the toilet during class time, the desks are very messy, and they will not remember the tasks assigned. I will properly help students solve their difficulties in life, but the most important thing is to teach and ask them.”

Primary school first-grade teacher B said, “Will help them, but rarely because I have to face too many students.”



#### 4.1.2.1 Practices of Parents of Large Classes in Kindergartens and First Graders in Primary Schools

##### 4.1.2.1.1 Help Children Connect

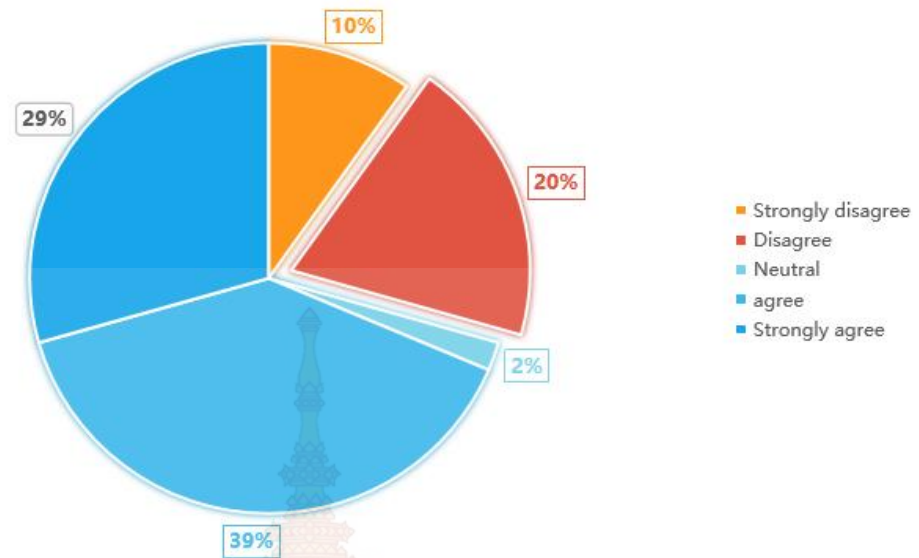


Figure 13 Practice of Parents of Kindergarten Students in Large Classes

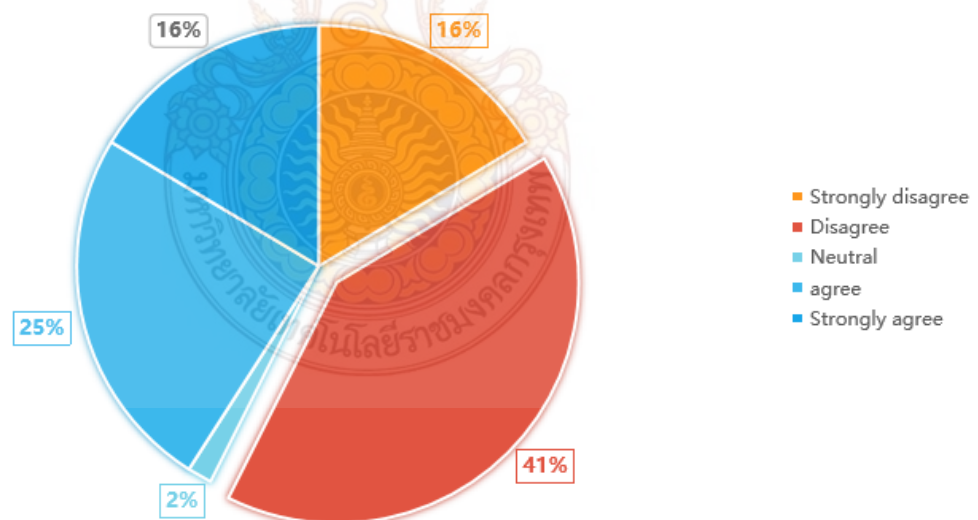


Figure 14 Practice of Parents of First Graders

According to question 9 of the questionnaire survey of parents of kindergarten and first-grade students, the question is, ‘You help children transition between kindergarten and primary school.’ Figures 13 and 14 show that 39% of the parents of kindergarten students agree, 29% of the parents of kindergarten students strongly agree, and 41% of the parents of first-grade students disagree; this shows that



the parents of most kindergarten students in large classes will provide help in their children's bridging stage, while the parents of students in the first grade of primary school will not.

#### 4.1.2.1.2 Participate in the Same Recruitment of Citizens

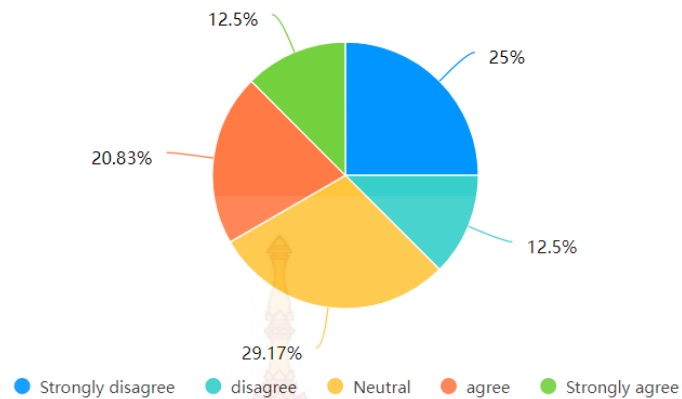


Figure 15 Practice of Parents of Kindergarten Students in Large Classes

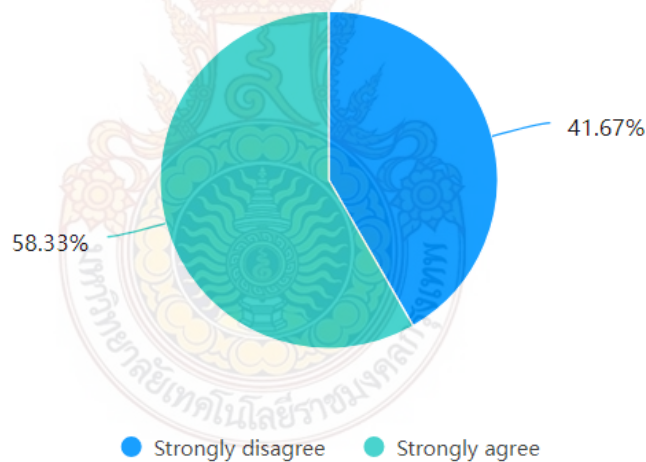


Figure 16 Practice of Parents of First Graders

According to the 10th question in the questionnaire survey of parents of kindergarten and first-grade students, the question is, 'You will participate in citizen recruitment (or have already participated).' Figures 15 and 16 show that 29.17% of the parents of kindergarten students are neutral, 25% of the parents of kindergarten students strongly disagree, and 58.33% of the parents of first-grade students strongly agree. Thus, it can be seen that some parents of kindergarten students in large classes will be recruited in both public and private schools, and most of the parents of students

in the first grade of primary school have participated in both public and private schools.

#### 4.1.2.1.3 Join the Bridging Class

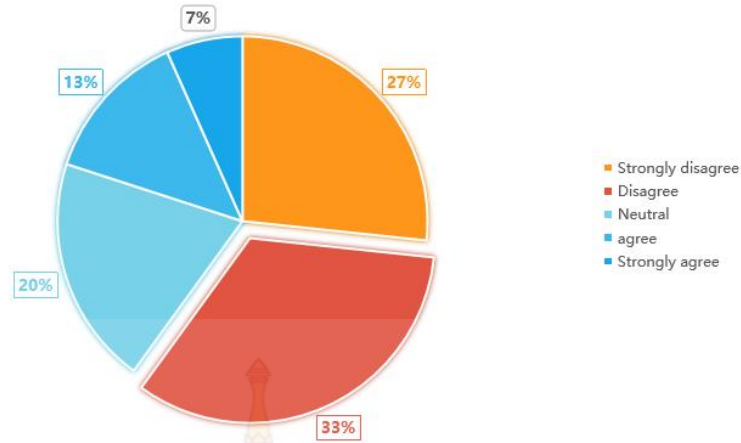


Figure 17 Practice of Parents of Kindergarten Students in Large Classes

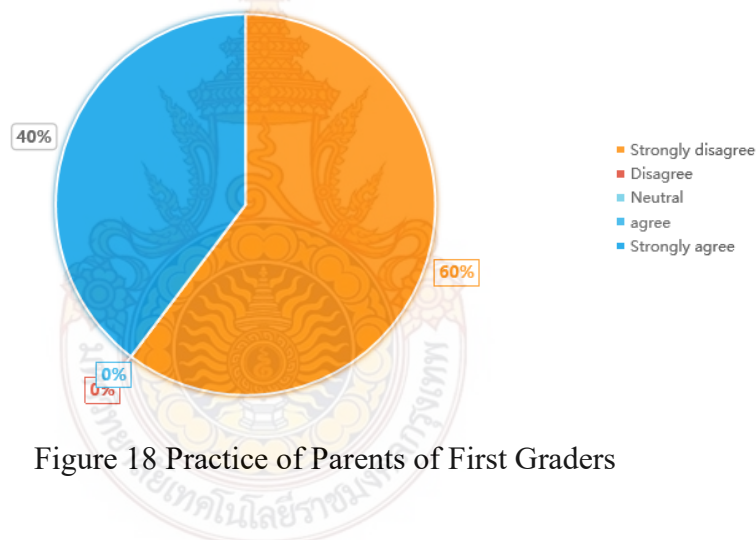


Figure 18 Practice of Parents of First Graders

According to question 11 of the questionnaire survey of parents of kindergarten and first-grade students, the question is, ‘You will participate in the transition class (or have already participated).’ Figures 17 and 18 show that 33% of the parents of kindergarten students in large classes disagree, 27% of parents of kindergarten students strongly disagree, and 60% of parents of first-grade students strongly disagree. 40% of the parents of first-grade primary school students strongly agree, so it can be seen that most of the parents of kindergarten students in large classes will not participate in the linking class, and most of the parents of first-grade primary school students will not participate in the linking class.

#### 4.1.2.1.4 Pay Attention to the Performance of Children in School

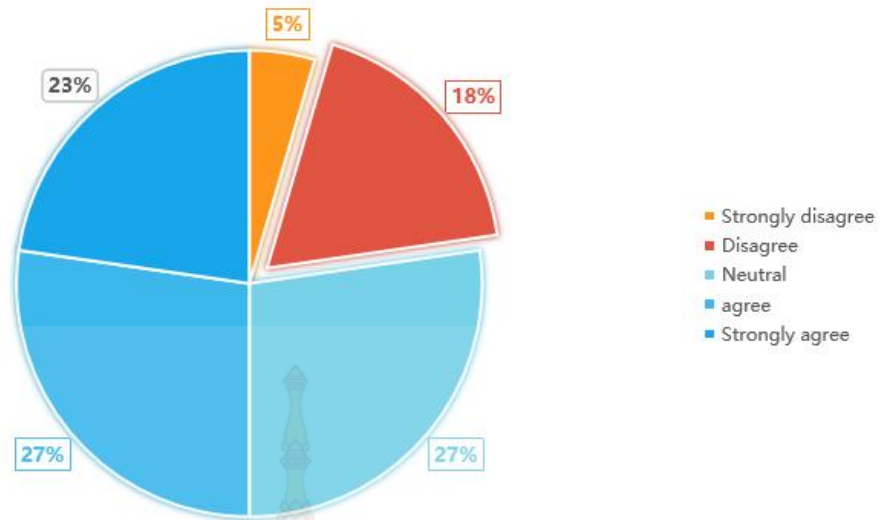


Figure 19 Practice of Parents of Kindergarten Students in Large Classes

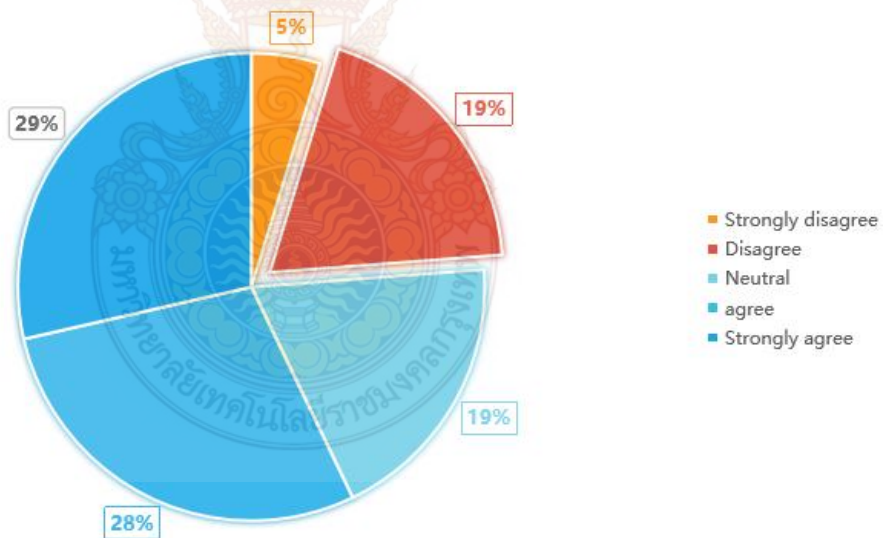


Figure 20 Practice of Parents of First Graders

According to question 12 of the questionnaire survey of parents of kindergarten and first-grade students, the question is, 'You will proactively consult the teacher about the child's performance in school.' Figures 19 and 20 show that 27% of the parents of kindergarten students agree, 23% of the parents of kindergarten students strongly agree, and 29% of the parents of first-grade students strongly agree. 28% of the parents of first-grade students agree, which shows that most of the parents

of kindergarten and first-grade students are more concerned about their children's performance in school.

### **4.1.3 The Present Situation and Problems of the Link Between Kindergartens and Primary Schools**

#### **4.1.3.1 Learning Aspects**

Kindergarten large class teacher A said, “They are quite interested in learning in this way, but the difficulty is that children will not understand when teaching relatively rare content.”

Kindergarten prominent class teacher B said, “Some parents dote on their children too much, and some ignore their students. They will find their children's interest in learning is relatively low.”

Primary school first-grade teacher A said, “Some students may have studied the relevant content before primary school, so they will not listen attentively in class, and then when it comes to the relatively rare content, some students will not be able to keep up with it.”

Primary school first-grade teacher B, “However, because the foundation of each child is different, some students do not have any basic knowledge, and some students learn much content ahead of time, resulting in the lack of attention of some children in class, and some students' self-control ability is also relatively poor. Love to talk in class.”

#### **4.1.3.2 Aspects of Daily Life**

Kindergarten prominent class teacher B, ‘Some parents still dote on their children and do not cooperate with our teachers' work.’

Primary school first-grade teacher A, ‘Some parents are too busy at work, some parents do not care about their children's physical and mental development, and some parents do not even care about their children, so they do not cooperate with teachers.’

Primary school first-grade teacher B, ‘The difficulty is that some parents dote on their children and ask the teacher instead.’

#### **4.1.3.3 Self-care Ability**

Kindergarten prominent class teacher B, “The hardest part is that some parents do not understand and think that kindergarten teachers should do

everything for their children.”

Primary school first-grade teacher A, “As I just said, some parents will not pay attention to their children's affairs, resulting in two extreme phenomena: one will make their children's self-care ability very good, and the other will make their children's life self-care ability very poor.”

Primary school first-grade teacher B, “Still, as I said just now, some parents dote on their children too much and help their children prepare everything by themselves, and the children gradually feel that they will not learn anyway when someone has done it for him, especially the students who live with their grandparents.”

#### 4.1.3.3 Recruitment in Both Public and Private Schools

This section uses SPSS software to analyze questions 4 and 10 in the questionnaire survey of parents of large classes in kindergarten and first-grade students in primary school. The questions are ‘Your education level is higher than undergraduate (including undergraduate).’ and ‘You will participate in Synchronous enrollment of public and private schools.’ The analysis results are shown in Tables 5 and 6, respectively.

Table 5 Correlation Analysis of Parents of Large Class Students in Kindergarten

Project	Average Value	Standard Deviation	Your Education Level is Higher than Undergraduate (including undergraduate)	You will participate in synchronous enrollment at public and private schools.
Your education level is higher than undergraduate(including undergraduate )	1.60	0.55	1	
You will participate in Synchronous enrollment of public and private schools	1.60	0.55	1.00**	1
*p<0.05**p<0.01				

We conducted a Pearson correlation coefficient analysis in the study to evaluate the relationship between the two variables. These two variables are "whether the level of education is higher than that of undergraduates (including undergraduates)" and "whether to enroll in both public and private schools".

The results showed a significant positive correlation between the two variables (the correlation coefficient was 1.00  $p < 0.01$ ); this means that participants with a higher education level than undergraduates (including undergraduates) are more likely to participate in simultaneous enrollment in public and private schools. This correlation may be because individuals with higher levels of education usually have higher academic abilities and a more comprehensive range of educational opportunities, making them more likely to understand and participate in this form of education. In addition, individuals with a higher level of education may also be better able to bear the economic burden of this form of education.

It should be noted, however, that this correlation does not necessarily imply causality. For example, individuals with a higher level of education may be more likely to choose to attend simultaneous enrollment in public and private schools rather than other educational options.

Table 6 Correlation Analysis of Parents of First Graders in Primary School

Project	Average Value	Standard Deviation	Your education level is higher than undergraduate (including undergraduate)	You will participate in synchronous enrollment at public and private schools.
Your education level is higher than undergraduate (including undergraduate)	1.42	0.51	1	
You will participate in Synchronous enrollment of public and private schools	1.58	0.51	0.71**	1
* $p < 0.05$ ** $p < 0.01$				

Based on the data, the researcher conducted a Pearson correlation coefficient analysis to determine the relationship between education level and participation in simultaneous enrollment in public and private schools.



First, the correlation coefficients between the two variables of higher education level than undergraduate (including undergraduate) and participating in simultaneous enrollment in public and private schools are calculated. The result is that the correlation coefficient is 1.42 ( $p < 0.05$ ).

Next, the correlation coefficients between the two variables with higher education levels than undergraduate (including undergraduate) and not participating in simultaneous enrollment in public and private schools are calculated. The result is that the correlation coefficient is 1.58 ( $p < 0.01$ ).

Therefore, it can be concluded that there is a positive correlation between the level of education higher than that of undergraduates (including undergraduates) and participation in simultaneous enrollment in public and private schools. At the 1% level, the correlation is significant.

This result may mean that people with higher education levels are more likely to choose to attend public and private schools simultaneously, perhaps because they have higher expectations for education or more resources to pay for private school fees. This correlation may have implications for education policymakers, school administrators, and parents, who can better understand the educational needs and preferences of people with higher education levels to provide them with better educational resources and opportunities.

## 4.2 Inferential Statistics

This section uses SPSS software to make a regression analysis of questions 4 and 10 in the questionnaire survey of parents of large classes in kindergarten and the first grade of primary school. The topics are ‘Your education level is higher than undergraduate (including undergraduate).’ and ‘You will participate in Synchronous enrollment of public and private schools.’ The analysis results are shown in Tables 7 and 8, respectively.

Table 7 Regression Analysis of Parents of Large Class Students in Kindergarten

project	regression coefficient	t-values	p-value	VIF
constant	2.47	2.87	0.009**	-
Your education level is higher than undergraduate (including undergraduate).	0.27	0.45	0.655	1.00
R <sup>2</sup>	0.009			
adjust R <sup>2</sup>	-0.036			
F	F(1,22)=0.205,p=0.655			
* p<0.05 ** p<0.01				

The results of the regression analysis of parents of large-class students in kindergarten are as follows:

This analysis results in the change in the dependent variable ‘You will participate in synchronous enrollment of public and private schools’ under the given independent variable ‘Your education level is higher than underground (including underground).’

Dependent variable: ‘You will participate in Synchronous enrollment of public and private schools.’

Independent variable: ‘Your education level is higher than underrate (including underground).’

Regression equation: You will participate in Synchronous enrollment of public and private schools=constant+0.27 \* Your education level is higher than underground (Including underground).

Analysis results: The constant term is 2.47, indicating that other conditions remain the same. The likelihood of participation of people with a higher education level than a bachelor's degree increases by about 2.47%. The coefficient of educational level higher than undergraduate (including undergraduate) is 0.27, which indicates that people with higher educational levels are about 27% more likely to participate than those with lower or equal educational levels. This coefficient passed the t-test ( $t = 0.45$ ,  $p = 0.655$ ), and the VIF value was 1.00. it shows no multicollinearity between the

independent variable and other variables.  $R$  is 0.009, indicating that the model's ability to interpret data is very low. Adjusting  $R^2$  to 0.036 indicates that the model can interpret data less; this may indicate that the model is too simple to capture other factors affecting dependent variables entirely. In general, the results of this regression analysis show that people with a higher education level are more likely to participate than others. However, the explanatory power of the model is minimal. According to the results of the above regression analysis, we can draw the following analysis: people with a higher level of education are more likely to choose public schools and private schools to recruit simultaneously. This result may be due to their higher learning ability and emphasis on education, and they may be more willing to receive quality educational resources and hope to obtain learning opportunities in this way. However, the ability of this model to interpret the data is minimal.

Table 8 Regression Analysis of Parents of First Graders in Primary School

project	regression coefficient	t-values	p-value	VIF
constant	0.57	1.72	0.116	-
Your education level is higher than undergraduate (including undergraduate).	0.71	3.23	0.009**	1.00
R <sup>2</sup>	0.510			
adjust R <sup>2</sup>	0.461			
F	F(1,10)=10.417,p=0.009			
* p<0.05 ** p<0.01				

Regression equation:  $Y = 0.57 + 0.71X$  education level-constant the  $R^2$  of this regression equation is 0.510, which means that the model's explanatory power is about 51%. In adjusting  $R^2$ , we see that  $R^2$  is adjusted to 0.461, which means that after controlling other variables that may affect the dependent variable, the model explains 46% of the dependent variable variation. For this regression equation, do the following text analysis: this regression equation shows that participation in public and private

schools while recruiting (Y) is affected by the level of education. Individuals with a higher level of education (including undergraduate and above) are more likely to participate in both public and private schools. Individuals with higher educational levels usually have better understanding and application abilities, making understanding and receiving diverse educational methods easier. In addition, a higher level of education may also lead to a stronger desire and motivation for individuals to pursue better educational opportunities. In statistics, the t-value and p-value are important indexes to evaluate the validity of the regression coefficient. The regression coefficient of education level has significant statistical significance (paired  $0.009 < 0.05$ ), meaning that education level significantly impacts public and private school recruitment participation. VIF (VarianceInflationFactor) is an index to evaluate multicollinearity. In this regression model, the VIF value is 1.00, which means that the multicollinearity is not severe and the model is robust.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Discussion**

During the development of students, the link stage between kindergarten and primary school is the most important. Many problems will occur at this stage. In order to study the link policy between kindergartens and primary schools in China, this study selects Guiyang City as the research object, first using the literature analysis method, then a semi-structured interview, and finally assisted by a questionnaire survey. Through the views and practices of the principals, teachers, and parents of the kindergarten and the first grade of primary school, we understand the current situation and discuss it according to the data analysis of the fourth chapter.

##### **5.1.1 Primary School Phenomenon**

The phenomenon of primary school is that kindergarten transmits the knowledge and content of primary school to students in advance, uses the teaching methods of primary school in advance, and even sets up special training courses to allow children to carry out exceptional primary school teaching in advance, contrary to the physical and mental development of children. The concrete manifestation of the primary school phenomenon is setting up courses in different subjects, teaching reading and writing, arithmetic, and English. The primary school phenomenon has many hazards, which will seriously affect children's physical and mental development, stifle their nature, bring psychological pressure to children, and make them tired of learning.

Through interviews with the teachers of the first grade of primary school and the questionnaire survey of parents, we can see that the current phenomenon of primary school is still more severe. Most parents will let their children attend the training class before going to primary school. Teachers of the first grade of primary school also found that some students have a better foundation in the classroom, and some students even learn knowledge ahead of time.

In the interview, the first-grade teacher also said that the students who had learned knowledge in advance did not pay attention in class and felt that they already knew it and did not need to listen to the lecture or even talk to the students next to them,

which would seriously affect the discipline of the classroom. It will also make students miss knowledge points unwittingly, leading to even less teaching in the future.

### **5.1.2 Parents Dote On, Parents Do Not Attach Importance to (Or Only Attach Importance to Learning)**

Parent doting is any behavior in which parents love their children too much, provide them with material and spiritual satisfaction, protect them, and hinder their independent actions. Doting will make the child spoiled and proud; it is challenging to learn life skills, the desire to learn will be relatively low when the child enters primary school, no one can meet all his needs, the teacher will not only pay attention to him, the child will have a sense of loss, or will ask others to meet his needs, and so on.

Parents do not attach importance to their children for many reasons, some of which are that parents are too busy with their work to allocate time to pay attention to their children. Part of it is that parents have a low level of education, which leads to the idea that their children are "alive". Part of it is that parents only pay attention to their children's academic performance and do not care about anything other than studying.

Through the interview and analysis of the teachers in the large kindergarten class and the first grade of primary school, we can see that in learning, the students whose parents are too doting and who are not taken seriously by their parents have low interest. In daily life, because there is no cooperation of parents, the effect of teachers' unilateral efforts is not good. They can not make a good link effectively. Regarding self-care ability, the self-care ability of students whose parents are too doting is meager. Some students whose parents do not attach importance to their self-care ability are extreme, some are very weak, and students whose parents only attach importance to their studies will be fragile.

### **5.1.3 Synchronous Enrollment of Public and Private Schools**

The simultaneous registration of public and private schools means that both public and private schools should be registered simultaneously. This kind of "synchronization" does not necessarily mean "the same day" but "the same period". This policy prevents some high-quality students from being selected in advance by private schools to promote the balance and quality development of compulsory education so that students can have fair access to high-quality compulsory education.



The questionnaire survey shows that most parents are neutral about choosing public and private schools but prefer private ones. The correlation and regression analyses in the fourth chapter show that parents with higher educational levels are more likely to participate.

## **5.2 Recommendation**

According to the study results, this section puts forward relevant recommendations from policies, parents, teachers, and schools.

### **5.2.1 Recommendations for Policies**

The establishment of policies is generally based on problems that have occurred and problems that are expected to occur. The content of China's policy is to solve the problem point to point without starting from the root causes, and continuity is insufficient. During the implementation of the policy, it was found that there were contradictions. On the one hand, the phenomenon of going to primary school requires that kindergartens cannot offer a primary school curriculum. Zero basic teaching in primary school is required, but in implementation, students without a knowledge base can not keep up with the progress of the first grade.

Therefore, the suggestion for policy is that the pre-primary education curriculum should be integrated into the primary school curriculum and linked up with the curriculum. The advantage of this is that children who have not studied the primary school curriculum in kindergarten and have not been to kindergarten can keep up with their teachers' teaching progress in primary school. Parents will not unquestioningly strengthen the absorption of knowledge with their children. Reduce parents' anxiety, reduce children's pressure, improve children's interest in learning, and resist the opening of many linking classes from the source.

In order to improve the link between young children and primary schools, it is necessary to regard kindergartens and primary schools as a whole rather than unilateral one-to-one solutions and strengthen the ties between kindergartens, primary schools, and parents to help better children adapt to this stage.

### **5.2.2 Recommendations for Parents**

First, it is a suggestion to the parents who depend too much on their children.

Overindulging their children brings much harm, which violates the law of children's physical and mental development, and will make their children only enjoy when they should be learning. Parents should learn to let go, let their children complete various things independently in their studies and life, cooperate with teachers to help their children develop good study habits and self-care abilities, and understand the correct primary school life. Establish a correct concept of learning and attach importance to the all-round development of children at this stage.

The second is the suggestion for parents who do not attach importance to the link of young children, which refers to the stage from kindergarten to primary school, an essential transitional link between the two critical parts of education. Due to the differences in educational conditions and living environment between kindergarten and primary school, children entering primary school face many new problems and need to learn to adapt. If kindergarten education is appropriately linked with primary education, the adaptation process will be smoother, and children's future study, life, health, society, and other aspects will also be better developed. Parents must allocate time and energy to pay attention to their children's adaptability at this stage and cooperate with teachers to do a good job.

Finally, it is the suggestion for parents who only pay attention to their children's learning. The stage of early childhood cohesion is not only the convergence of knowledge but also the omnidirectional cohesion of children, including their physical and psychological conditions. Unquestioningly, focusing on the child's study will make the child have more significant psychological pressure, thus affecting the child's physical and mental health. This part of parents also need to cooperate with the work of teachers to help better their children connect.

### **5.2.3 Recommendations for Teachers**

Teachers in kindergarten and the first grade of primary school still have a theoretical understanding of each other's teaching model and teaching content but do not have an exceptional understanding of what will happen to each other in practice. Although the communication between the two began to increase after the release of the national policy, it is still on the surface. It is suggested that teachers in large classes in kindergarten and the first grade of primary school can increase their communication. Solve the situation and problems on time.

On the one hand, kindergarten teachers lack primary education knowledge. In contrast, primary school teachers lack preschool education knowledge, which brings many problems for children's links between young children, which can not be solved immediately. Therefore, it is suggested that kindergarten and primary school teachers learn more to improve their professional knowledge and literacy.

#### **5.2.4 Recommendations for Schools**

The current parents still prefer the choice of private primary schools, which shows that there are still some places that parents do not recognize. It is suggested that no matter whether public or private, kindergartens or primary schools can find their positioning, find their different places from other schools, and develop their school characteristics so that parents and children have more choices to help further children connect with young children.



## REFERENCES

- Baike, B. ( n.d). Education (Chinese words).  
[https://baike.baidu.com/item/%E6%95%99%E8%82%B2/143397?fr=ge\\_ala](https://baike.baidu.com/item/%E6%95%99%E8%82%B2/143397?fr=ge_ala)
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Sage.
- Chen, J. (2016). On the Importance of Linking Early Childhood Education with Primary Education. *Science popularization fairy tales*(22), 17.
- Chen, Y. (2011). A brief analysis of the tendency of "primary education of early childhood". *Journal of Jilin Institute of Education*(01), 19-20.
- China, T. g. p. w. o. t. M. o. E. o. t. P. s. R. o. (n.d). <http://www.moe.gov.cn/>
- Diao, L. (2009). A brief talk on how to strengthen the link between young and young children in kindergarten. *Scientific consultation (educational research)*(06), 19.
- Encyclopedia, B. (n.d-a). Enroll nearby.  
<https://baike.baidu.com/item/%E5%B0%B1%E8%BF%91%E5%85%A5%E5%AD%A6/6176351?fromtitle=%E5%85%8D%E8%AF%95%E5%B0%B1%E8%BF%91%E5%85%A5%E5%AD%A6&fromid=22855259&fr=aladdin>
- Encyclopedia, B. (n.d-b). *Policy*.  
[https://baike.baidu.com/item/%E6%94%BF%E7%AD%96/32783?fr=ge\\_ala](https://baike.baidu.com/item/%E6%94%BF%E7%AD%96/32783?fr=ge_ala)
- Fu, L. (2012). Also, talk about kindergarten education to the "primary school" problem. *Literary Education (Middle)*(11), 92-93.
- Gao, J. (2009). Analysis of the present situation and countermeasures of the primary school tendency of early childhood education. *Journal of Hexi University*, 25(06), 90-93.

- Jia, N. (2015). A brief analysis of the current situation and countermeasures of the problem of "primary school" in kindergarten. *Journal of Nanchang Institute of Education*, 30(05), 97-99.
- Jia, W. (2015). Children's basic learning literacy under the background of the "zero starting point" policy. *Chinese Journal of Education* (03), 7-10.
- Jiang, H. (2014). The problems and countermeasures of family education in the link of young children. *Guide to Science and Education* (Mid-term issue)(12), 201+205. <https://doi.org/10.16400/j.cnki.kjdkz.2014.06.129>
- Knows, B. (n.d). What is the origin of education?  
<https://zhidao.baidu.com/question/1647649255216690780.html>
- Li, J., Cao, N., Cao, Z., & Li, X. (2019). Dialectical Understanding of Primary School and Gamification in Kindergartens - Summary of the Expert Forum on "Primary School and Gamification: Experiences, Difficulties, and Directions of Kindergarten Curriculum Reform". *Journal of Shaanxi Preschool Normal University*, 35(10), 61-66.
- Lin, L. (2023). A Study on the Strategy of Joining Preschool and Primary Schools Based on the Cooperation and Coeducation among Home, Kindergarten, and School. *Teacher* (03), 81-83.
- Liu, C. (2008). Analysis and Adjustment of the "Slope" in the Connection between Kindergarten and Primary School. *Research on Preschool Curriculum* (Z1), 140.
- Liu, L., & Li, M. (2015). Work hard at home or participate in school: Parents participate in the preschool link survey. *Preschool Education Research* (06), 31-39. <https://doi.org/10.13861/j.cnki.sece.2015.06.006>
- Liu, Y., & Zhang, Z. (2021). The Historical Evolution and Prospects of China's Policy for Connecting Primary and Secondary Schools. *Educational Science*, 37(01), 83-89.
- Liu, Z. (1982). Active and prudent-- A brief talk on the link between the young and the young in our district. *Exchange of Educational Research Situation*(05), 32. <https://doi.org/10.16194/j.cnki.31-1059/g4.1982.05.007>
- Lu, X. (2014). Home cooperation effectively does an excellent job in the convergence of young and young children. *Intelligence* (25), 68.

- Meng, Z. (2023). *Investigation and Strategy Research on Class Management in Grade One of Primary School* [Master's Thesis], Hebei University.
- Miao, Z. (2021). *Investigation and Strategy Research on the Current Situation of Class Management in First Grade Primary School* [Master's Thesis], Dali University.
- Project, C. t. t. W. (2023). *Education*. *Wikipedia, the encyclopedia of freedom*. <https://zh.wikipedia.org/zh-hans/%E6%95%99%E8%82%B2>
- Rimm-Kaufman, S. E., & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21(5), 491-511.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in a social context*. Oxford University Press.
- Shi, Q., & Liao, H. (2003). Investigation and Analysis of the Development Status of Social Kindergartens in Mianyang City, Sichuan Province. *Studies in Preschool Education*(04), 43-45.
- Sun, W., & Zhang, C. (2014). Changes in the Education Status of the Chinese Population over the Past 10 Years. *Population and Society*, 30(01), 79-80. <https://doi.org/10.14132/j.2095-7963.2014.01.016>
- Tang, E. (2010). Talk about the link between kindergarten and primary school. *China Educational Technology and Equipment* (31), 30-31.
- Tang, Y. (2012). A small discussion on the tendency of "primary school" in preschool education. *Modern Marketing (Academy Edition)*(08), 304.
- Vogler, P., Gina, C., & Woodhead, M. (2008). Early childhood transitions research: A review of concepts, theory, and practice working Paper 48.
- Wang, G. (2012). Analysis and realistic thinking on the current situation of primary education in kindergarten. *Journal of Heilongjiang Institute of Education*, 31(06), 97-99.
- Wu, A. (1994). Discussion on the critical issues of "Linking Early Childhood Education with Primary Education". *Preschool Education*(Z2), 18.
- Xi, X., Cheng, Y., & Zhao, G. (2020). On the forty years of transition between childhood and primary school——Review and Reflection on the Research on the Connection between Preschool and Primary Schools in China.



- Tribune of Education Culture*, 12(02), 93-99.  
<https://doi.org/10.15958/j.cnki.jywhlt.2020.02.015>
- Xue, Q. (2008). How to Make a Good Connection between Kindergarten and Primary School in Kindergarten. *Good Parents* (Z1), 40.
- Yang, W. (2013). At present, problems exist in the link between young children and their solutions. *Preschool Education Research*(08), 61-63.  
<https://doi.org/10.13861/j.cnki.sece.2013.08.007>
- Zeng, S. (2022). Regional Exploration, Practice and Reflection on Scientifically Promoting the Bilateral Connection between Kindergarten and Primary School. *Fujian Education* (25), 6-8.
- Zhang, Q. (2022). *Research on the Standardization of Research Methods for Doctoral Dissertations in Sports Science in China* [(Doctoral Dissertation] *Tianjin Institute of Physical Education*.
- Zhang, Y. (2016). Analysis of the Countermeasures for "Primary Education" in Rural Early Childhood Education. *Journal of Lvliang College*, 6(01), 59-61.
- Zhao, X. (2010). Analysis of the problems and strategies existing in the link of young children in our country at present. *Children's Studies* (14), 38-41+49.
- Zhou, D. (1993). A Study on the "Transitional Stage" of Learning from Primary School to Junior High School. *Chinese Journal of Education* (04), 44-46.
- Zhou, X. (2011). The present situation and analysis of the link of young children in the classroom teaching of the first grade of primary school. *Contemporary Education Forum (Teaching and Research)* (04), 13-15.

## APPENDICES

### Appendix A

Outline of interviews with kindergarten and primary school principals

Questionnaire	Supplementary questions can be prompted
How to treat the current policy--Exempt from exams and enroll nearby、 Synchronous enrollment of public and private schools	<ol style="list-style-type: none"> <li>1. Do you think it is feasible for the local education.</li> <li>2. What are the advantages?</li> </ol>
Do you respond positively to the above policies? how do you do it?	<ol style="list-style-type: none"> <li>1. Is there an entrance examination or a variety of disguised examinations? If yes, will it affect the enrollment shortlist? (primary School)</li> <li>2. Is there a course for primary school examinations? (kindergarten)</li> </ol>
For connection between kindergarten education and primary education, how is it implemented?	<ol style="list-style-type: none"> <li>1. Are there any requirements for the teacher?</li> <li>2. Are parents required to cooperate?</li> <li>3. Is there an existing course? (kindergarten)</li> <li>4. Do you communicate with primary school / kindergarten?</li> </ol>

## Appendix B

### Outline of interviews with kindergarten and primary school teachers

Questionnaire	Supplementary questions can be prompted
What do you think of connection between kindergarten education and primary education?	<ol style="list-style-type: none"> <li>1. Do you think parents should cooperate?</li> <li>2. Do you think kindergartens / primary schools should cooperate?</li> <li>3. Do you think that children need convergence?</li> </ol>
How do you do it in learning?	<ol style="list-style-type: none"> <li>1. Do you teach primary school curriculum in advance? (kindergarten)</li> <li>2. Do you want to teach from "zero"? (primary School)</li> <li>3. How do students perform in these courses?</li> <li>4. What are the difficulties in implementation?</li> </ol>
How do you do it in terms of daily routine?	<ol style="list-style-type: none"> <li>1. Whether to let children feel the primary school life ahead of time? Such as a class for 40 minutes, on time to and from class, on time to and from school, and so on. (kindergarten)</li> <li>2. Do you explain the rules of primary school life to the students in advance? Such as a class for 40 minutes, on time to and from class, on time to and from school, and so on. (primary School)</li> <li>3. What are the difficulties in implementation?</li> </ol>
How do you do it in terms of self-care ability?	<ol style="list-style-type: none"> <li>1. Do you cultivate students' self-care ability in advance? Such as packing schoolbags, going to the toilet, washing and taking off clothes, etc. (kindergarten)</li> <li>2. Will you assist students in daily life? Pack your schoolbags, go to the toilet, wash and undress (primary school)</li> <li>3. What are the difficulties in implementation?</li> </ol>

## Appendix C

Outline of interviews with kindergarten and primary school teachers

Questionnaire	Supplementary questions can be prompted
How to treat the current policy--Exempt from exams and enroll nearby、 Synchronous enrollment of public and private schools	<ol style="list-style-type: none"> <li>1. Do you think that the policy is beneficial to the development of children? What is the reason?</li> <li>2. Do you think it is fair? What is the reason?</li> </ol>



## Appendix D

A survey questionnaire on the attitudes and practices of parents of kindergarten senior students towards the transition between kindergarten and primary school in Guiyang City

Dear parents:

Hello, thank you for participating in this questionnaire amid your busy schedule. This questionnaire aims to understand parents' views and practices in large classes of kindergartens and first-grade primary school students in Guiyang.

The questionnaire is anonymous, the results are only academic research, and the information is confidential. Please rest assured to fill in. After reading the instructions, please complete them according to your true feelings. Thank you for your cooperation.

Finally, I wish you a happy and happy family!

[fill in instructions] Please select the most suitable project based on the actual situation and check this option.

No	Questions	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
<b>Basic information</b>						
1	Your child is studying in Yunyan District, Nanming District, Wudang District, Baiyun District, Guanshanhu District, and Huaxi District of Guiyang City.					
2	Your child is studying in Xiuwen County, Kaiyang County, Xifeng County, and Qingzhen City in Guiyang City.					

3	Your education level is below undergraduate (excluding undergraduate).					
4	Your education level is higher than undergraduate (including undergraduate).					
<b>views</b>						
5	You know the difference between kindergarten and primary school.					
6	You think the transition between kindergarten and primary school should be carried out by kindergarten, primary school, and parents together.					
7	You think the most important aspect of transition between kindergarten and primary school is learning, and the child's physical and mental health is not important.					
8	You think private primary schools are better than public primary schools.					
<b>How to do?</b>						
9	You help children transition between kindergarten and primary school.					
10	You will participate in Synchronous enrollment of public and private schools.					
11	You will participate in the transition class (or have already participated).					
12	You will proactively consult the teacher about the child's performance in school.					



## Appendix E

A survey questionnaire on the attitudes and practices of parents of first-grade primary school students towards the transition between kindergarten and primary school in Guiyang City

Dear parents:

Hello, thank you for participating in this questionnaire amid your busy schedule. This questionnaire aims to understand parents' views and practices in large classes of kindergartens and first-grade primary school students in Guiyang.

The questionnaire is anonymous, the results are only academic research, and the information is confidential. Please rest assured to fill in. After reading the instructions, please complete them according to your true feelings. Thank you for your cooperation.

Finally, I wish you a happy and happy family!

[fill in instructions] Please select the most suitable project based on the actual situation and check this option.

No	Questions	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
<b>Basic information</b>						
1	Your child is studying in <u>Yunyan District</u> , <u>Nanming District</u> , <u>Wudang District</u> , <u>Baiyun District</u> , <u>Guanshanhu District</u> , and <u>Huaxi District</u> of Guiyang City.					
2	Your child is studying in <u>Xiuwen County</u> , <u>Kaiyang County</u> , <u>Xifeng County</u> , and <u>Qingzhen City</u> in Guiyang City.					

3	Your education level is below undergraduate (excluding undergraduate).					
4	Your education level is below undergraduate (excluding undergraduate).					
<b>views</b>						
5	You know the difference between kindergarten and primary school.					
6	You think the transition between kindergarten and primary school should be carried out by kindergarten, primary school, and parents together.					
7	You think the most important aspect of transition between kindergarten and primary school is learning, and the child's physical and mental health is not important.					
8	You think public primary schools are better than private primary schools.					
<b>How to do?</b>						
9	You help children transition between kindergarten and primary school.					
10	You have already participated in citizen recruitment .					
11	You have already participated the transition class.					
12	You will proactively consult the teacher about the child's performance in school.					

## BIOGRAPHY

<b>NAME</b>	Miss Shunlin YANG
<b>TELEPHONE NO.</b>	+86 13007801590
<b>EDUCATIONAL BACKGROUND</b>	Major: Tourism Management Guizhou Education University
<b>GRADUATION APPROVAL DATE</b>	1 July 2019

