

# KINDERGARTEN ENVIRONMENT CREATION QUALITY ON CHILDREN DEVELOPMENT IN LANZHOU, CHINA

SU DONGMEI

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SU DONGMEI

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## ABSTRACT

The purpose of this study was to determine the impact of the quality of kindergarten environment creation on children's development in the areas of health, language, social, science, and art. The study was designed using mix method, which is quantitative method and qualitative method respectively. In the quantitative method, it includes a sample of 368 kindergarten teachers in Lanzhou, China. The sample for this study was selected through random sampling. In the qualitative method, four kindergarten teachers were selected for the interview research. The research instruments include the questionnaires, which are the Children Development Rating Scale and China Kindergarten Education Environment Quality Rating Scale, and the interview: Outline of the interview on the creation of the educational environment in kindergarten classes (teacher's volume). After expert validation and a pilot study, the Pearson correlation coefficient and multiple regression models were finally used to interpret the findings. This study combined the constructivism theory of Piaget and Vygotsky and the environmental theory of Montessori. The results of the study showed that there is a positive correlation between the quality of the kindergarten environment creation and the effect on children's development, which show objective 1 and objective 2. In addition to, all the research hypotheses in this study were well confirmed by the data analysis, and all the research hypotheses were accepted..



## **KUALITI PENCIPTAAN PERSEKITARAN TADIKA TERHADAP PEMBANGUNAN KANAK-KANAK DI LANZHOU, CHINA**

### **ABSTRAK**

Tujuan kajian ini adalah untuk mengenal pasti kesan kualiti penciptaan persekitaran tadika terhadap perkembangan kanak-kanak dalam bidang kesihatan, bahasa, sosial, sains, dan seni. Kajian ini direka bentuk dengan menggunakan kaedah campuran iaitu kaedah kuantitatif dan kaedah kualitatif. Dalam kaedah kuantitatif, ia melibatkan 368 sampel guru tadika di Lanzhou, China. Sampel bagi kajian ini dipilih melalui persampelan rawak. Dalam kaedah kualitatif, empat orang guru tadika telah dipilih untuk kajian temu bual. Instrumen kajian termasuk soal selidik, iaitu Skala Penarafan Perkembangan Kanak-kanak dan Skala Penilaian Kualiti Persekitaran Pendidikan Tadika China, dan temu bual: Rangka temu bual tentang penciptaan persekitaran pendidikan di kelas tadika (volume guru). Selepas pengesahan pakar dan kajian rintis, pekali korelasi Pearson dan model regresi berganda akhirnya digunakan untuk mentafsir penemuan. Kajian ini menggabungkan teori konstruktivisme Piaget dan Vygotsky dan teori alam sekitar Montessori. Hasil dapatan kajian menunjukkan terdapat perkaitan yang positif antara kualiti penciptaan persekitaran tadika dengan kesan terhadap perkembangan kanak-kanak yang menunjukkan objektif 1 dan objektif 2. Selain itu, kesemua hipotesis kajian dalam kajian ini telah disahkan dengan baik oleh analisis data, dan semua hipotesis kajian telah diterima.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Kindergarten education has a positive impact on children's development by fostering their multifaceted growth and helping them develop self-awareness and self-confidence. It plays a crucial role in shaping their future and facilitates their understanding of emotions and building good relationships with peers (Zembat, 2010).

Early education is not isolated from the child's environment, as learning starts from birth and takes place in various settings. Research on early brain and child development confirms that contextual factors and experiences significantly impact human development. As early as infancy, children acquire skills such as emotional regulation, problem-solving, and self-expression, which they utilize as they transition to formal schooling (Pinsonneault, M, 2022). The environment is an extremely



important part of the early childhood education process, and teachers and parents must create a healthy and good educational environment for young children to grow better. The kindergarten is the place where children live and learn, and the classroom environment provides a place for children to actively participate in activities and creates very favourable conditions for their growth. The kindergarten classroom environment plays a vital role in the development of children.

Montessori (1912) attached great importance to the environment and believed that children would reveal amazing characteristics and intelligence if they were placed in an environment that was conducive to their natural development and allowed them to move at their own needs, pace and speed of development. Children's development is 'achieved through the experiences they gain when exploring their environment'.

The environment is important to the physical and mental development of young children, and without it children's development may stagnate. She argues that children should be provided with a prepared environment and that in education, the environment plays a very important role and everything that children absorb from it, they incorporate into their own lives. Silaeva, O.A. and Shmeleva, E.A believes that a good educational environment should be one that is suitable for the child's age and psychological characteristics and protects the child's self-esteem and self-confidence (Silaeva, O.A., & Shmeleva, E.A, 2021).

However, at present, there are many shortcomings in the creation of kindergarten environment, such as a bias towards the physical environment and a neglect of the importance of the physical environment, a lack of other aspects of creation, a single-minded approach to creating the environment and a lack of variety. The current



situation of kindergarten classroom environment creation has become a common concern of early childhood educators.

The consciousness of the kindergarten teacher in creating the environment influences the quality of the environment created for the children, which between them affects the development of the children, so the improvement of teachers' instructional practices is particularly important for kindergarten education, where teachers play a key role in helping children achieve a balance of intellectual, physical and socio-emotional development as a foundation for life. How confident kindergarten teachers are about their professional competence will influence children's learning (Shchelina, T.T, 2019).

## **1.2 Background of the study**

### **1.2.1 The creation of the kindergarten environment is an important factor in the development of early children**

The kindergarten environment is an important part of kindergarten teaching and learning, and it is used throughout the teaching and learning activities, and all activities are carried out in a specific environment. The "ecology of human development", founded by the American psychologist Urie Bronfenbrenner, is a study of human development from an ecological point of view. He believes that the role of people and the environment is two-way, showing an interactive relationship; the environment and the development process complement each other, and the two have a very close relationship, the interconnection of various scenarios and their dependence on each other (Bronfenbrenner, 1979). The interconnectedness of the various contexts

and the wider environment to which they are attached are all part of the kindergarten environment that we are concerned with. The basic goal of creating an environment is to create a developmentally appropriate environment in which children can actively engage with what they like, according to their own preferences, so that they can better develop their abilities. Therefore, the creation of the kindergarten environment is a factor that cannot be ignored in the activities and growth of children and plays a pivotal role in their development.

### **1.2.2 China's policy support for the creation of kindergarten environment**

The Ministry of Education stated in the Kindergarten Education Guidelines (for Trial Implementation) issued in (2001) that the environment is an important educational resource and teachers should effectively promote children's development through the creation and use of the environment. As a hidden curriculum, kindergarten teachers' ability to create the environment plays an important role in promoting the overall growth and development of children as one of their professional competencies.

In December (2011), the Ministry of Education announced the Professional Standards for Kindergarten Teachers (for Trial Implementation), which set out the professional requirements for kindergarten teachers in three dimensions: professional philosophy and teacher ethics, professional knowledge and professional competence. It's important aspect to examine teachers' ability in environment creation and use.

The Guidelines for development of children aged 3--6 years , released in October (2012), state that when creating a rich educational environment, it is important to protect and respect young children's curiosity and interests, and to value the unique value of their lives and play. The creation of a warm and welcoming interpersonal environment allows children to develop positive and stable emotions and feelings, so that they can fully feel care and affection.

The National Medium and Long Term Education Reform and Development Plan (2010-2020) show that the state has begun to focus on the professional development of early childhood teachers while attaching importance to the improvement of the number of kindergartens. Then, as the kindergarten environment is a place that differs greatly from the primary school environment, the study of teachers' ability to create and utilize the environment has certain practical significance for thinking about the development of kindergarten education.

Creating an effective learning environment requires careful consideration of various aspects. Kindergarten teachers must be skilled in designing the physical layout of the classroom, selecting appropriate materials and resources, and fostering a positive social climate.

The physical layout of a kindergarten classroom plays a crucial role in facilitating learning and exploration. Teachers should consider factors such as the arrangement of furniture, the accessibility of learning materials, and the utilization of different areas for various activities. A well-organized classroom can promote



engagement and independence among children, allowing them to actively participate in learning experiences.

The selection and use of appropriate materials and resources contribute to a rich learning environment. Kindergarten teachers should curate a diverse range of materials that cater to children's interests and developmental needs. Educational toys, manipulatives, puzzles, and sensory materials are examples of resources that can encourage exploration, problem-solving, and hands-on learning. Integrating technology and digital resources can also enhance children's technological literacy and prepare them for the digital age.

Creating a positive social climate is equally important in fostering children's overall development. Kindergarten teachers should establish a warm and inclusive atmosphere where children feel safe, respected, and valued. Cultivating positive relationships among children and between teachers and students is essential. Encouraging cooperation, empathy, and conflict resolution skills helps children develop social competence and emotional intelligence. By promoting a sense of belonging and community within the classroom, teachers contribute to the holistic growth of each child.

The ability to create and utilize the environment is a fundamental professional competency for kindergarten teachers. It requires an understanding of child development principles, pedagogical approaches, and the unique needs of each child. Teachers must continuously update their knowledge and skills to provide the best possible learning experiences for children.







In conclusion, the Ministry of Education's recognition of the environment as an important educational resource and the subsequent guidelines and standards highlight the crucial role of kindergarten teachers in creating an optimal learning environment. The ability to create and utilize the environment is one of the key professional competencies for kindergarten teachers, enabling them to promote the overall growth and development of children. By designing the physical layout, selecting appropriate materials, and fostering a positive social climate, teachers create an environment that maximizes children's potential and supports their learning journey in the early years. The study of teachers' ability to create and utilize the environment holds practical significance for the development of kindergarten education and the continuous improvement of early childhood teaching practices.



### **1.2.3 The creation of kindergarten environment is a direct reflection of teachers' professional competence**

The environment of a kindergarten plays a crucial role in promoting the growth and development of young children while also meeting the needs of society. However, it is essential to utilize the kindergarten environment in a rational and scientific manner to ensure optimal outcomes. As early childhood teachers, it is important to study and understand the laws of children's physical and psychological development in depth. By recognizing the impact of the environment on children's development, teachers can create a conducive learning environment that caters to their needs. Enhancing the professionalism of early childhood teachers is a key factor in creating such an environment.





Understanding the laws of children's physical and psychological development is fundamental for early childhood teachers. By delving into the intricacies of child development, teachers gain valuable insights into how children grow and learn. This knowledge enables them to create an environment that supports children's development at different stages. For example, understanding the importance of sensory experiences in early childhood can help teachers design a stimulating environment that fosters sensory exploration and development.

The strengths and weaknesses of the environment significantly impact children's development. A well-designed environment with appropriate resources and materials can facilitate learning, exploration, and creativity. On the other hand, a poorly designed or inadequate environment can hinder children's growth and limit their potential. Teachers must critically assess their kindergarten environment, identify areas for improvement, and make necessary changes to optimize the learning experience for children.

Creating a good learning environment requires the enhancement of early childhood teachers' professionalism. Professionalism in early childhood education involves continuous learning, professional development, and staying up to date with the latest research and best practices. By improving their professional knowledge and skills, teachers can effectively utilize the environment to support children's growth and development. They can integrate evidence-based approaches, educational theories, and innovative teaching strategies into their practice to create an enriching and stimulating learning environment.



Moreover, enhancing professionalism includes collaborating with colleagues, engaging in reflective practices, and seeking feedback. Collaborative efforts among teachers allow for the exchange of ideas and experiences, fostering a collective commitment to creating an optimal learning environment. Reflective practices enable teachers to evaluate their own teaching methods, assess the impact of the environment on children's development, and make necessary adjustments. Seeking feedback from colleagues, parents, and even the children themselves provides valuable insights and perspectives that can further enhance the learning environment.

Professionalism in early childhood education also involves understanding the societal context and meeting the needs of the broader community. As early childhood teachers, it is important to align the learning environment with the values, expectations, and goals of the society. This includes considering cultural diversity, societal trends, and the changing needs of children and families. By integrating these factors into the design and use of the environment, teachers ensure that it remains relevant, inclusive, and responsive to the demands of the society

### 1.3 Problem Statement

In China, the term "kindergarten stage" typically denotes early childhood education for children aged 3 to 6 years. According to The Kindergarten Working Regulations (CME, 2016) by the Chinese Ministry of Education, children need to be 6 years old before they are eligible to enter primary school, as per the established policy. The significance of the kindergarten stage in China stems from its crucial role in



establishing a solid foundation for both academic and social development in children (Liu, 2023). Chinese kindergartens are dedicated to creating a comprehensive learning environment that addresses the diverse needs and interests of young learners. This environment exposes children to a variety of activities and experiences aimed at fostering their physical, cognitive, and socio-emotional growth. As children progress to primary school, they are expected to be familiar with various school rules, such as those pertaining to time management and homework. Thus, the period from 3 to 6 years old, spent in kindergarten, holds immense importance in China as it ensures that children acquire essential skills and knowledge across health, language, social, science, and art domains, facilitating a smooth transition to the primary school level (Liu, 2021).



education have become a growing concern among Chinese educators. This concern is prominently featured in the China Education Newspaper, a publication by the Chinese Ministry of Education (CME, 2022). To address this concern, the General Office of the Ministry of Education issued a notice emphasizing the necessity to improve the development of kindergarten education in China. The notice outlined various key strategies, including the active promotion of public kindergartens, the construction of new and upgraded kindergartens within the education sector, the effective management of urban community-supported kindergartens, and the provision of support for enterprises, institutions, and collectives involved in operating kindergartens (CME, 2015). Additionally, the notice encouraged the exploration of public kindergartens leading branch kindergartens, with the aim of expanding public resources and addressing the scarcity and uneven distribution of such resources.



To support the development of kindergarten education, there has been a significant increase in financial resources allocated at the national level. According to the China Education Newspaper, national financial resources for kindergarten education rose from 41.6 billion yuan in 2011 to 253.2 billion yuan in 2020, marking an increase of more than five times. The proportion of financial resources allocated to education also increased from 2.2 percent to 5.9 percent during the same period. These figures illustrate that the development of kindergarten education has become a major focus in China's overall education development (CEN, 2015).

The uneven economic development across different regions in China has led to disparities in the progress of kindergartens (Jin, 2022). A significant challenge in this context is the disparity in the professional capabilities of early childhood educators. In more affluent regions, teachers typically exhibit high competence and possess ample knowledge regarding environmental design. Conversely, in less developed areas, educators often have lower educational qualifications, diminished professional skills, and limited understanding of creating an optimal learning atmosphere. It is crucial to address this discrepancy and provide training for kindergarten managers and teachers who lack awareness of environmental design. This is essential for effectively enhancing the quality of kindergarten educational settings and fostering the overall development of young children (Hapsari, W et al, 2022).

The imbalance in the professional capacity of early childhood teachers stems from various factors, including disparities in educational opportunities and resources across different regions. In economically developed areas, there is generally better access to quality teacher education programs, ongoing professional development



opportunities, and sufficient resources to support effective teaching practices. As a result, teachers in these regions are more likely to possess the necessary knowledge and skills to create an engaging and supportive learning environment for young children.

On the flip side, underdeveloped regions often encounter difficulties associated with limited resources, encompassing financial constraints and insufficient infrastructure (Zhang, 2019). This directly influences the accessibility and quality of opportunities for professional development for teachers. Moreover, these regions may grapple with attracting and retaining highly qualified educators due to factors like lower salaries and restricted career progression prospects. Consequently, the expertise and capabilities of teachers in these areas may fall short in effectively establishing an ideal learning environment conducive to the holistic development of children.

Addressing the disparity in the professional capabilities of early childhood teachers necessitates a comprehensive approach that addresses both initial teacher education and continuous professional development. It is imperative to offer high-quality pre-service teacher education programs in less developed regions to equip teachers with the essential knowledge, skills, and competencies. These programs should underscore the significance of creating an optimal learning environment that supports the cognitive, social, emotional, and physical development of children (Zhang, 2019).

Moreover, continuous professional development opportunities are essential to facilitate the ongoing growth and enhancement of teachers. These opportunities must





be customized to address the specific needs and circumstances of educators operating in underdeveloped regions. Training programs can encompass various subjects, including pedagogical strategies, classroom management techniques, assessment practices, and the incorporation of technology into teaching and learning. A central focus of these professional development initiatives should be on underlining the significance of environmental creation and providing practical guidance on establishing stimulating and developmentally suitable learning environments.

Apart from professional development, endeavors should be undertaken to improve the recruitment and retention of highly qualified teachers in less developed regions. This can be accomplished through incentives such as improved working conditions, higher salary scales, and opportunities for career advancement (Li, 2021).



Encouraging collaboration and the exchange of knowledge among teachers, both within and across regions, can also contribute significantly to the professional growth and development of early childhood educators.

Moreover, partnerships between educational institutions, government agencies, and relevant stakeholders can play a crucial role in addressing the imbalance in the professional capacity of early childhood teachers. Collaborative initiatives can be established to provide support, resources, and expertise to teachers in less developed regions. These partnerships can facilitate the exchange of best practices, promote innovation in teaching approaches, and foster a sense of professional community among educators.







In summary, the economic disparities across regions in China have resulted in varying levels of kindergarten development, with a significant challenge being the unequal professional capacity of early childhood teachers. Teachers in less developed regions often lack the necessary knowledge and skills to establish an optimal learning environment for young children. To effectively address this issue, it is imperative to implement comprehensive pre-service teacher education programs, ongoing professional development opportunities, and incentives to attract and retain highly qualified teachers in these areas. Collaborative initiatives and partnerships can further enhance support for teachers, ultimately improving the overall quality of kindergarten education and promoting the holistic development of young children.

This study aims to provide a thorough understanding of the current state of kindergarten environment creation in the Chinese context, focusing on the perspective of teachers. It also investigates the impact of environment creation on children's development, an aspect that has received limited attention in previous research. Unlike earlier studies that concentrated on specific kindergartens, this research endeavors to bridge the gap by examining the relationship between environmental creation and children's development across diverse regions.

Existing research on the impact of environmental creation on children's development is predominantly limited to the viewpoints of researchers, parents, or children themselves, neglecting the valuable insights that teachers can offer. Given the crucial role teachers play in creating and utilizing the learning environment, their perspectives and experiences are essential for understanding the influence of environment creation on children's development.





Moreover, previous studies on environmental creation have often been confined to specific kindergartens or geographic areas. However, considering China's vast size and diverse cultural, social, and economic contexts, the effectiveness of environmental creation may vary significantly from one region to another. This underscores the need for research that examines the relationship between environmental creation and children's development across different areas.

To address these gaps, this study focuses on analyzing data related to environmental creation and children's development in kindergartens located in Lanzhou, Gansu Province. By concentrating on a specific region, the study aims to uncover the unique challenges, strengths, and weaknesses of kindergarten teachers in Lanzhou regarding their ability to create and utilize the learning environment. This localized approach enables a nuanced understanding of the relationship between environmental creation and children's development within a specific context.

The study employs various research methods, including surveys and interviews, to collect information from teachers in Lanzhou kindergartens. These methods facilitate a comprehensive exploration of teachers' perspectives, experiences, and practices related to environmental creation. Additionally, the study assesses the developmental outcomes of children in relation to the learning environment, providing valuable insights into the impact of environment creation on children's holistic development.

Through the analysis of the collected data, the study aims to identify the current strengths and weaknesses of kindergarten teachers in Lanzhou in terms of their ability



to create and utilize the learning environment. This assessment contributes to an understanding of existing practices and challenges faced by teachers in environmental creation. Furthermore, the study seeks to provide suggestions and recommendations based on teachers' perspectives to enhance the creation of the learning environment in kindergartens.

The findings of this study hold significance for both researchers and practitioners in the field of early childhood education. By exploring the impact of environmental creation on children's development from the teachers' perspective, the study contributes to the existing body of knowledge on this topic. The insights gained can inform future research and help in the development of effective strategies and interventions to enhance environmental creation in kindergartens.

Moreover, the study's focus on a specific region, Lanzhou, allows for localized insights into the strengths and weaknesses of kindergarten teachers in creating and utilizing the learning environment. These findings can inform policy and practice at the regional level, guiding efforts to improve the quality of early childhood education in Lanzhou and similar contexts. The suggestions and recommendations offered based on the teachers' perspective provide practical insights that can support teachers in enhancing their environmental creation practices.

In conclusion, this study aims to fill the gaps in existing research by exploring the relationship between environmental creation and children's development from the perspective of teachers. By focusing on Lanzhou, Gansu Province, the study provides a localized understanding of the current strengths and weaknesses of kindergarten

teachers in environmental creation. The findings of this study have implications for both research and practice, contributing to the field of early childhood education and informing efforts to enhance the quality of kindergarten environments for the optimal development of young children.

## 1.4 Conceptual Framework

The figure showed the conceptual paradigm of the study indicating the independent variables and the dependent variables.

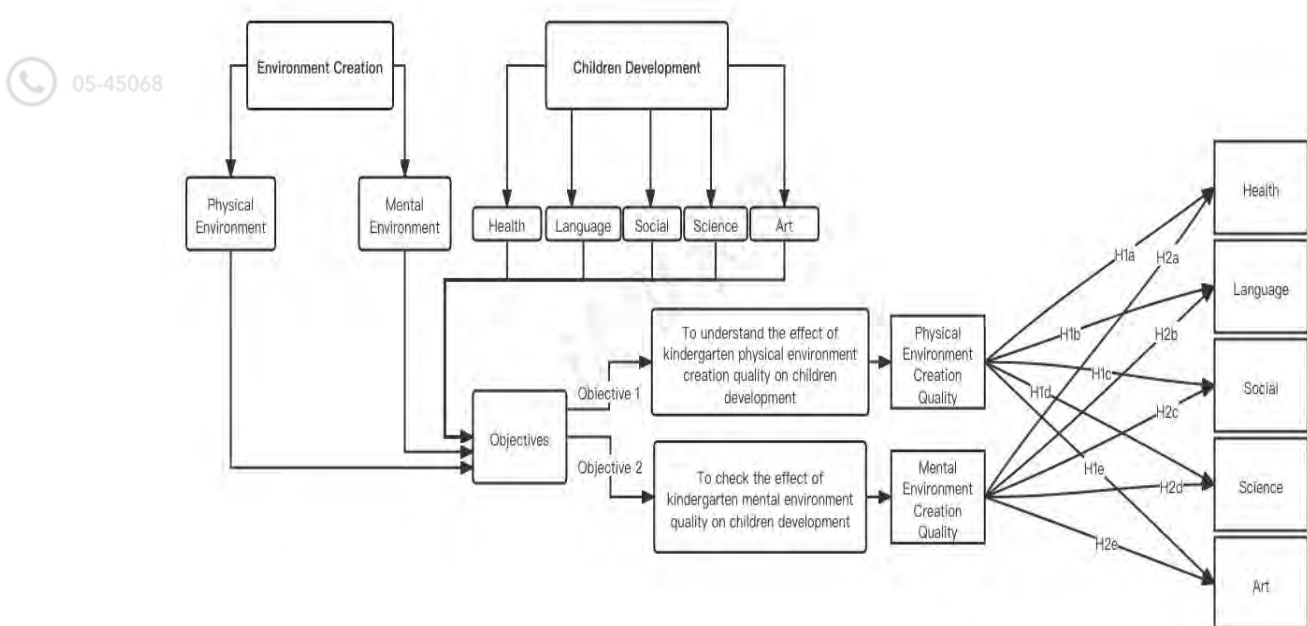


Figure 1.1. Conceptual Framework

The first frame enumerated the independent variables. These were the identified as environment creation and divided environment into physical and mental

environment. For the dependent in the last frame regarding the early children development in terms of health, language, social, science and art, which is DV.

**Independent variable :** Firstly, this study assesses the effect of kindergarten environment creation on children's development, which include two IV (physical environment and mental environment) through a questionnaire from the kindergarten teachers' perspective, and then the data is analyzed to confirm the research hypothesis.

**Dependent variable:** This study investigates the ability of teachers from different educational background in kindergarten to create environment in which children's development is explored in the areas of health, language, social, science and art, which is DV. The results of the questionnaire data on the teachers' ability to create and the quality of the environment were analyzed to assess the extent to which the creation of the environment influences children's development.

To assess the influence of the environment creation on children's development, the researchers collected data through the questionnaire responses of kindergarten teachers. The questionnaire focused on evaluating the teachers' ability to create an environment conducive to children's development in the specified areas. The quality of the environment was also assessed based on the responses.

The data obtained from the questionnaire were then subjected to analysis to determine the extent to which the creation of the environment influenced children's development. The analysis aimed to assess the relationship between the independent variables (physical environment and mental environment) and the dependent variable

(children's development in health, language, social, science, and art). By analyzing the data, the researchers aimed to confirm or reject the research hypotheses.

The findings of the analysis would provide insights into the influence of the physical and mental environment on children's development. They would shed light on the importance of environment creation in promoting children's health, language skills, social interactions, scientific thinking, and artistic abilities. The results would also help identify the specific aspects of the environment that have the most significant impact on children's development, providing valuable guidance for educators and policymakers in creating effective learning environments in kindergartens.

In summary, this study focused on assessing the impact of kindergarten environment creation on children's development. The physical environment and mental environment were identified as independent variables, while children's development in health, language, social skills, science, and art served as the dependent variable. Through questionnaire data analysis, the researchers aimed to examine the relationship between environment creation and children's development, providing insights into the factors that contribute to optimal learning environments for young children.

## 1.5 Operational Definition

This study hopes to explore the effect of kindergarten environment creation quality on children development from the teacher's perspective. Among the concepts involved are: the kindergarten environment, environment creation is classified as physical and mental environment, and children's development is defined as health, language, social, science and art.

### Kindergarten environment creation

Kindergarten education plays a pivotal role in shaping the foundation of a child's physical and mental development. Yuan Ailing, in her insightful observations, emphasizes the significance of the kindergarten environment as the amalgamation of all conditions upon which kindergarten education is built. This environment encompasses a comprehensive range of material and mental elements that collectively influence the growth and development of young children within the educational setting. She emphasizes that the kindergarten environment is not a random assortment of elements but is instead organized and developed through a defined educational system and concepts, guided by cultural traditions. This underscores the importance of a structured approach to kindergarten education, rooted in a well-defined philosophy and pedagogical framework. Cultural traditions further contribute to the uniqueness of the environment, shaping the values and perspectives imparted to the children as they navigate their formative years (Yuan, 2010).



## **Physical environment**

In the realm of kindergarten education, the physical environment serves as the fundamental backdrop against which learning activities unfold. It is not merely a backdrop but a prerequisite and the very foundation upon which educational endeavors are built. The quality of the physical environment is integral to creating a space that fosters optimal conditions for children's learning, shaping their educational experiences in profound ways and the physical environment is a tangible manifestation of a commitment to high-quality education (Yao, 1999).

This study defines the physical environment as indoor area environment creation, outdoor area layout, and indoor and outdoor activities/games. The indoor area environment creation includes walls, doors, tables, cabinets and curtains. Outdoor area layout include corridors, stairs, free play areas, craft and painting areas and reading areas. Indoor and outdoor activities/games include physical activities, music and art activities, intellectual activities, science activities and constructive activities.

## **Mental environment**

The atmosphere that pervades kindergarten education activities, such as the attitude of teachers towards children, the effect of kindergarten environment creation quality on children development etc. The mental environment influences children's learning and exploration, and directly affects the formation and development of a healthy personality (Wang, 2022).

This study defines the mental environment as the interaction between the teacher and children, the interaction between children and children. Among these interactions, teacher-children interactions are divided into: soothing emotions, directing activities, playing together, seeking help, and expressing opinions. Interactions between children and children include: inviting, co-operating, negotiating, competing and chatting.

## **Health**

The Guidelines for the Development of Children aged 3-6 years carries out the statement of the objectives, contents and requirements of the domain and the main points of guidance. The objectives of the health domain are 1. physical and psychological status, to be physically healthy; emotionally stable and happy in group life (adaptive capacity). 2. motor development, to be coordinated and flexible in their movements; to be strength and endurance; hand motor development. 3. have good living ability and habits, to have good living and hygiene habits; basic self-care skills; to know the necessary general knowledge of safety and health and learn to protect themselves.

## **Language**

The objectives of the language area in the Guidelines for the Development of Children aged 3-6 years are 1. listening and expression, listening attentively and willingly, using civilized language. 2. reading and writing, enjoying listening to stories and having basic reading skills and being able to express themselves in writing.

## **Social**

The objectives of the social domain in the Guidelines for the Development of Children aged 3-6 years are 1. interpersonal interaction, willingness to interact with others in a friendly way, showing self-esteem, self-confidence and autonomy, and knowing how to care for and respect others. 2. social adaptation, enjoying and adapting to group life, observing basic norms of behaviour, and having an initial sense of belonging.

## **Science**

The objectives of the science domain in the Guidelines for the Development of Children aged 3-6 years are 1. scientific inquiry, getting close to nature and having initial inquiry skills. 2. mathematical cognition, initial perception of mathematics in life, perception of the relationship between number and quantity, and perception of the relationship between shape and space.

## **Art**

The objectives of the Art Domain in the Guidelines for the Development of Children aged 3-6 years are 1: To feel and appreciate, to enjoy beautiful things in nature and to appreciate a variety of artworks and forms. 2: To express and create, to enjoy participating in art activities and to be bold in their expression, to have the ability to express and create in art.

In this study, the definitions of children development in health, language, social, science and art are based on the Guidelines for the Development of Children aged 3-6 years to explore the research.

## **1.6 Purpose and Objectives of the Study**

### **1.6.1 Purpose of the Study**

The purpose of this study is to examine the effect of the quality of kindergarten environment creation on children development. The study is based on the kindergarten teachers' perspective to collect data, which will help this study to conclude the factors affecting the relationship between environment creation and children's development. The analysis of the data will provide kindergarten teachers with precise solutions to improve the quality of environment creation and help children to develop better in kindergarten.

### **1.6.2 Objectives of the Study**

1. To understand the effect of kindergarten physical environment creation quality on children development.
2. To check the effect of kindergarten mental environment creation quality on children development.

Based on above two main study objectives, this research divides into the following detailed objectives:

i . To understand the effect of kindergarten physical environment creation quality on children health development.

ii . To understand the effect of kindergarten physical environment creation quality on children language development.

iii . To understand the effect of kindergarten physical environment creation quality on children social development.

iv . To understand the effect of kindergarten physical environment creation quality on children science development.

v . To understand the effect of kindergarten physical environment creation quality on children art development.

vi . To check the effect of kindergarten mental environment creation quality on children health development.

vii . To check the effect of kindergarten mental environment creation quality on children language development.

viii . To check the effect of kindergarten mental environment creation quality on children social development.

ix . To check the effect of kindergarten mental environment creation quality on children science development.

x . To check the effect of kindergarten mental environment creation quality on children art development.



## 1.7 Research Questions

1. Does the kindergarten physical environment creation quality have a significant effect on children's development?
2. Does the kindergarten mental environment creation quality have a significant effect on children's development?

Based on above two main research questions, this research divides into the following detailed questions:

i . Does the kindergarten physical environment creation quality have a significant effect on children's health development?

ii . Does the kindergarten physical environment creation quality have a significant effect on children's language development?

iii . Does the kindergarten physical environment creation quality have a significant effect on children's social development?

iv . Does the kindergarten physical environment creation quality have a significant effect on children's science development?

v . Does the kindergarten physical environment creation quality have a significant effect on children's art development?

vi. Does the kindergarten mental environment creation quality have a significant effect on children's health development?

vii. Does the kindergarten mental environment creation quality have a significant effect on children's language development?



viii. Does the kindergarten mental environment creation quality have a significant effect on children's social development?

ix. Does the kindergarten mental environment creation quality have a significant effect on children's science development?

x. Does the kindergarten mental environment creation quality have a significant effect on children's art development?

## 1.8 Hypothesis of the Study

$H_1$  : The kindergarten physical environment creation quality has a significant effect on children's development (health, language, social, science, art).

$H_{1a}$  : The kindergarten physical environment creation quality has a significant effect on children's health development.

$H_{1b}$  : The kindergarten physical environment creation quality has a significant effect on children's language development.

$H_{1c}$  : The kindergarten physical environment creation quality has a significant effect on children's social development.

$H_{1d}$  : The kindergarten physical environment creation quality has a significant effect on children's science development.



$H_{1e}$  : The kindergarten physical environment creation quality has a significant effect on children's art development.

$H_2$  : The kindergarten mental environment creation quality has a significant effect on children's development (health, language, social, science, art).

$H_{2a}$  : The kindergarten mental environment creation quality has a significant effect on children's health development.

$H_{2b}$  : The kindergarten mental environment creation quality has a significant effect on children's language development.

$H_{2c}$  : The kindergarten mental environment creation quality has a significant effect on children's social development.

$H_{2d}$  : The kindergarten mental environment creation quality has a significant effect on children's science development.

$H_{2e}$  : The kindergarten mental environment creation quality has a significant effect on children's art development.





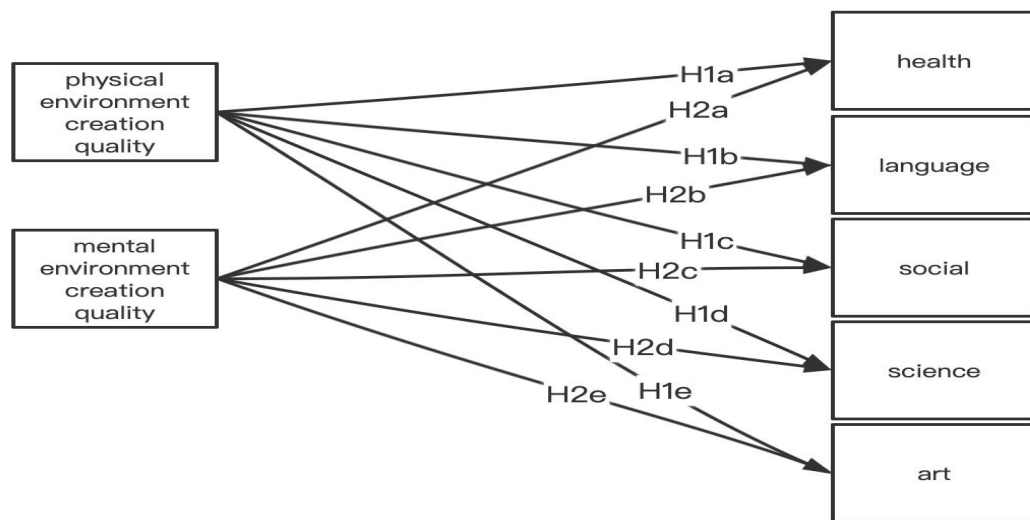


Figure 1.2. Hypothesis Framework

## 1.9 Significance of the Study

### 1.9.1 Theoretical Significance

The research findings from the data collection and analysis revealed certain gaps in previous studies concerning kindergarten environment creation. The existing studies predominantly focused on practical aspects, giving relatively less attention to the theoretical dimensions of the subject matter. As a consequence, the theoretical basis supporting these studies was deemed relatively weak, and researchers encountered challenges in pinpointing specific research problems. Additionally, there was a lack of comprehensive and systematic exploration into the invisible educational influences conveyed to children through the process of environment creation. In light of these limitations, the present study aims to contribute to the field by enhancing and

enriching the theoretical framework surrounding kindergarten classroom environment creation.

By conducting this study, the researchers aspire to deepen the understanding of early childhood teachers regarding the implicit influences conveyed to children through the creation of classroom environments. It is crucial for educators to comprehend the profound impact that the physical and mental environment can have on children's development and learning experiences. Exploring the theoretical aspects of environment creation enables teachers to make informed decisions and implement effective strategies that optimize the learning environment for young children.

The objective of this study is to bridge the gap between theory and practice by delving into the theoretical foundations associated with kindergarten environment creation. By conducting rigorous research, the researchers aim to provide valuable insights into the underlying theories that support the design and implementation of classroom environments in kindergartens.

By enriching the theoretical basis for the creation of kindergarten environments, this study seeks to contribute to the field of early childhood education. The findings of this research endeavor will assist in advancing the knowledge and understanding of how the environment impacts children's development and learning outcomes. Consequently, educators will be better equipped to create classroom environments that foster optimal growth and provide meaningful educational experiences for young children.

### 1.9.2 Practice Significance

The primary objective of this study is to examine the current state of kindergarten educational environment creation. To achieve this, the researchers employed a comprehensive approach that combines both quantitative and qualitative methods. By utilizing these methods, the study aims to not only analyze the data to determine whether the quality of kindergarten environmental creation impacts children's development but also gain deeper insights through in-depth interviews with kindergarten teachers. This allows for a comprehensive understanding of the current situation of environmental creation, identifies challenges encountered in the process, explores the underlying causes, and proposes potential countermeasures.

The integration of quantitative and qualitative discussions provides a holistic view of the topic under investigation. The quantitative aspect involves data analysis, where statistical techniques are employed to analyze the collected data. Through quantitative analysis, the researchers can assess the relationship between the quality of kindergarten environmental creation and its impact on children's development. This provides valuable insights into the extent to which environmental factors contribute to children's overall growth and learning outcomes.

In addition to the quantitative analysis, the study incorporates qualitative interviews with kindergarten teachers. These interviews offer a unique opportunity to delve into the current practices of environmental creation in kindergartens. By engaging in in-depth conversations with teachers, the researchers can gain a deeper understanding of the challenges faced during the process of creating educational



environments. The interviews provide a platform for teachers to express their perspectives, experiences, and insights regarding environmental creation, allowing for a more nuanced and contextual understanding of the subject matter.

Through these qualitative interviews, the study aims to identify the specific problems encountered in the creation of kindergarten educational environments. These issues could include constraints in resources, administrative limitations, lack of training or support, or other practical barriers. The researchers seek to explore the underlying causes of these challenges, considering factors such as policy frameworks, institutional constraints, and individual capacities.

By identifying the problems and understanding their causes, the study can propose potential countermeasures. These countermeasures aim to address the challenges faced by kindergarten teachers in environmental creation. They may include recommendations for policy changes, professional development initiatives, resource allocation, or supportive interventions. The insights gained from the qualitative discussions with teachers contribute to the formulation of practical strategies and solutions to improve the quality of kindergarten educational environments.



## 1.10 Limitations of the Study

This study has certain limitations that need to be acknowledged in order to provide a comprehensive evaluation of its findings. The following three limitations were identified:

**Broad scope:** One limitation of the study is its broad focus, which encompasses multiple aspects of children's development. With numerous dependent variables involved, the study may lack the depth required to thoroughly explore each aspect. The wide range of variables may dilute the focus and prevent a comprehensive analysis of any specific developmental domain. To overcome this limitation, future studies could consider narrowing down the scope and conducting more focused investigations on specific aspects of children's development.

**Resource limitations:** Another limitation of the study is the constraint imposed by limited resources. The time frame allocated for the research was short, and the research equipment utilized was relatively simple. Additionally, the researchers may have had limited experience with environment creation, potentially affecting the quality and depth of the study's findings. These resource limitations might have restricted the researchers' ability to collect extensive data and conduct more sophisticated analyses. It is essential to recognize that resource constraints can influence the overall quality and comprehensiveness of the study's results.

**Generalizability:** The study's generalizability is another limitation. The research was conducted in a specific area, Lanzhou, which restricts the ability to generalize the

findings to other geographical regions. The effectiveness of kindergarten teachers' environment creation ability may vary across different areas due to variations in cultural, socioeconomic, and educational contexts. It is important to acknowledge that the study's findings may not be representative of the situation of environmental creation in every area. Future studies could aim to replicate the research in different regions to enhance the generalizability of the findings.

**Sampling requirement:** In this study, kindergarten teachers were used as respondents, where teachers were selected who had more than 3 years of experience and whose specialisation was in education, preferably kindergarten education. In addition to this, the interviewed teachers were required to have done practical activities in the area of kindergarten environment creation.

To address these limitations, researchers could consider several strategies. Firstly, narrowing down the focus of the study and concentrating on specific aspects of children's development would allow for a more in-depth examination of those areas. This would enable researchers to generate more comprehensive and detailed insights into the relationship between environmental creation and children's development.

Secondly, addressing resource limitations can be accomplished by allocating more time and investing in more advanced research equipment. By allowing for a longer research duration and utilizing more sophisticated tools, researchers can collect a more extensive and robust set of data, leading to more comprehensive analyses and findings.



Lastly, enhancing the generalizability of the study can be achieved by expanding the research to include multiple regions or diverse populations. This would provide a more representative sample and allow for comparisons between different areas, enriching the understanding of the broader implications of the findings.

