

A Comparative Analysis of the Allocation of Preschool Teacher Resources in Eastern and Western Regions

-- Take Guangzhou and Lhasa as examples

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Abstract

This study focuses on the issue of educational equity. Taking the current situation of preschool teacher resource allocation in Guangdong and the Tibet Autonomous Region as the entry point, through summarizing and generalizing relevant literature, it is found that there are deficiencies in the existing research. This study focuses on the groups of preschool teachers in Guangzhou and Lhasa, and conducts an in-depth analysis of the differences in the allocation of preschool teacher resources between Tibet and Guangdong from three dimensions: the quantity, quality and structure of preschool teachers. The research finds that there are significant differences between preschool teachers in the Tibet region and those in the Guangdong region in terms of quantity, quality and structure. The teacher-child ratio is unbalanced and it is difficult to meet the basic needs of preschool education. The educational level of teachers is relatively low, and the proportion of teachers with a bachelor's degree or above is much lower than that in the Guangdong region. Problems such as the slow update of professional concepts and knowledge due to the limitations of geographical location and other factors are prominent. These problems jointly restrict the improvement of the quality of preschool education in the local area. In response to the above problems, this study puts forward the following suggestions: First, increase investment in preschool education in the Tibet region, increase the number of preschool teachers, supplement the number of teachers through recruitment, training and other means, and improve the current situation of the imbalance in the teacher-child ratio. Second, break professional stereotypes and optimize the age and gender structure of the teaching staff. Third, strengthen the construction of the training system for preschool teachers in the Tibet region, formulate targeted training plans, and improve the educational level and professional quality of teachers.

Keywords

Preschool education Allocation of educational resources Educational equity.

1. Introduction

The balanced level of educational resource allocation is the core variable affecting the high-quality development of education and the fairness of educational outcomes [1]. Previous studies have shown that the structural differences in teaching resources among regions will directly restrict the improvement of educational quality [2]. Nowadays, the cross-regional disparity in the allocation of teacher resources has become a key bottleneck for the high-quality development of preschool education in China. Therefore, in the preschool education stage, the rational allocation of preschool teacher resources is particularly crucial for ensuring educational equity. However, there is an obvious regional imbalance in the distribution of

preschool teacher resources in our country at present. Taking the data from the 2023 Education Statistical Yearbook as an example, the proportion of full-time preschool teachers in the eastern region (such as Guangdong Province) is 11%, while in the western region (such as the Tibet Autonomous Region) it is only 0.4%. It highlights the serious imbalance in the allocation of resources between the east and the west.

The existing research mainly focuses on the internal or urban-rural differences in the developed eastern regions, while systematic studies on the eastern and western regions, especially in border ethnic areas such as the Tibet Autonomous Region, are relatively scarce. In terms of research methods, scholars mostly rely on macro statistical data, resulting in a relatively fixed analytical perspective and mostly speculative discussions, lacking quantitative empirical support. This research status quo leads to insufficient understanding of the allocation of preschool teacher resources in the western border areas, especially in the Tibet Autonomous Region.

Based on this, this study takes Guangzhou City (an economically developed area in the east) and Lhasa City (an ethnic border area in the west) as comparative samples, breaks through the limitation that most existing studies focus on the east or urban-rural differences, and conducts a relatively systematic comparative analysis of the differences in the allocation of preschool teacher resources between Guangzhou City, a developed coastal city in the east, and Lhasa City, an ethnic border area in the west. And expand the evaluation indicators for the allocation of teacher resources. On the basis of traditional indicators (teacher-child ratio, educational background structure), build a more comprehensive evaluation system. By using quantitative analysis methods, the differences and changing trends in the allocation of preschool teacher resources in the two regions are systematically investigated, with the aim of clarifying the current situation and main problems of preschool teacher resource allocation in the Tibet Autonomous Region more clearly, attracting and encouraging more teachers to pay attention to and attach importance to education in the Tibet region, improving the allocation of educational resources, and promoting fairness in educational outcomes and society.

2. Research Design

2.1. Data Source

In this study, a self-compiled questionnaire was adopted. By using stratified sampling, 298 questionnaires were distributed in Lhasa and Guangzhou areas. Eventually, 293 valid questionnaires were retrieved (137 in Guangzhou, Guangdong and 156 in Lhasa, Tibet), with an effective recovery rate of 99%. Meanwhile, this study also collected the official statistical data from the "China Education Statistical Yearbook" for 2022-2023 and the education departments of the two regions as supplements to obtain more comprehensive qualitative data. All questionnaire data were strictly cleaned by SPSS 29.0, and invalid questionnaires were eliminated to ensure the reliability of the research results.

2.2. Evaluation Indicators

In this study, the evaluation index system of preschool teacher resources mainly includes three first-level indicators: the quantity, structure and quality of preschool teachers. Specifically:

The number of preschool teachers is obtained by calculating the ratio of full-time preschool teachers to the number of children in the kindergarten, which directly reflects the balance and fairness of the allocation of teacher resources between the two places, as well as whether it meets the individualized growth needs of children. At the same time, the growth rate of teachers, which is the ratio of the number of new teachers to the number of existing teachers in 2022-2023, usually reflects the expansion speed of teachers during that period. Through this, the trends in educational resource investment and other aspects in the two places can be seen.

In terms of the structure of preschool teachers, divide the age groups of teachers and calculate the proportion of teachers in each age group to present the age structure of the teaching staff. Calculate the proportion of teachers in each teaching age segment by teaching years to show the teaching age structure of the distribution of teachers' experience. Calculate the proportion of male and female teachers to reflect the balance of the gender structure of the teaching staff. The proportion of teachers with unevaluated titles, third-level, second-level, first-level, senior and full senior titles is statistically analyzed to reflect the professional title structure of teachers at different levels. Calculate the proportion of teachers on the public service payroll, under contract, and on temporary posts, and understand the composition of the teaching staff's staffing structure.

In terms of the quality of preschool teachers, the final educational attainment of the highest educational level distribution of teachers is statistically analyzed to reflect the knowledge reserve foundation of teachers. The professional background of the proportion of preschool education major and non-preschool education major teachers is statistically analyzed to reflect the professional educational background of teachers. Calculate the Putonghua proficiency levels of teachers in the distribution of Putonghua proficiency levels and evaluate the language expression ability of teachers. Calculate the proportion of teachers holding the preschool teacher qualification certificate to measure the professional qualifications of teachers. A professional concept for evaluating teachers' understanding of preschool education concepts; Professional knowledge that assesses teachers' mastery of professional knowledge; The professional ability to assess the actual teaching operation ability of teachers. Through these indicators, the allocation of preschool teacher resources in the two places can be comprehensively evaluated, providing a scientific basis for the formulation of educational policies and the optimization of resources.

3. The Current Situation of the Differences in the Allocation of preschool Teacher Resources between Guangzhou and Lhasa areas

3.1. Differences in the number of preschool teachers allocated

3.1.1. The ratio of teachers to children is unbalanced, with Guangzhou and Lhasa far exceeding the national standard

From a horizontal comparison, the number of full-time preschool education teachers in Guangzhou City, Lhasa City and the whole country in 2023 is 44,800 in Guangzhou City. Lhasa has a population of 0.2,400. The national population is 2.9629 million.

From a vertical comparison perspective, The teacher-to-child ratio in Lhasa has dropped from 1:16.7 in 2022 to 1:14.5 in 2023. showed a trend of sharp drop; The teacher-to-child ratio in Guangzhou has dropped from 1:14.3 in the 2022s to 1:13.3 in 2023. In contrast to Lhasa in terms of decline is not obvious, but it also presents the downward trend. Young and dual division ratio are higher than the national average 1:13. 3 in 2023. As shown in table1, it indicates that although the phenomenon of the number of preschool teachers in the two places being relatively insufficient compared to the number of children has improved to some extent, the problem remains prominent. The shortage of teacher resources in Lhasa is even more severe, which may lead to teachers' difficulty in fully paying attention to the development needs of each child.

Table 1. The basic situation of the allocation of preschool teachers in Guangzhou and Lhasa from 2022 to 2023

	China			Guangzhou City			Lhasa City		
	Number of full-time preschool teachers	number of children in the kindergarten	teacher-to-child ratio	Number of full-time preschool teachers	number of children in the kindergarten	teacher-to-child ratio	Number of full-time preschool teachers	number of children in the kindergarten	teacher-to-child ratio
2022	3123018	46275486	1:14.8	45872	655288	1:14.3	2103	34968	1:16.7
2023	2962905	40929784	1:13.8	44787	598219	1: 13.3	2351	33970	1: 14.5

3.1.2. The growth rate of teachers shows a two-level phenomenon: negative growth in Guangzhou and positive growth in Lhasa

From 2022 to 2023, the average annual growth rate of preschool teachers in Guangdong was -0.02%, showing a negative growth, and the size of the teaching staff showed a shrinking trend. The average annual growth rate of preschool teachers in Tibet is 11.79%. Although there is a positive growth, it may still face the challenge of meeting educational demands due to factors such as a small base in the early stage.

3.2. Differences in the structure of preschool teacher allocation

3.2.1. The degree of imbalance in the gender structure of teachers' seniority in Lhasa is significantly higher than that in Guangzhou

According to the analysis of the survey results, the gender ratio of preschool teachers in Guangzhou is closer to balanced than that in Lhasa. The proportion of female teachers is 67.9% and that of male teachers is 32.1%. Although female teachers still account for the majority, the proportion of male teachers is relatively high (32.1%), which can provide more diverse gender role models to a certain extent. It helps cultivate children's awareness of gender equality and diverse thinking [3]. In contrast, in Lhasa, female teachers account for as high as 78.8% of the preschool teacher workforce, while male teachers only make up 21.2%. This gender imbalance may lead to a lack of diverse gender role models in the educational process for children, which is not conducive to children obtaining a comprehensive educational experience.

Meanwhile, in terms of age structure, 54.8% of the teachers in Guangzhou are under 30 years old, while in Lhasa it is only 28.2%. It can be seen that the teaching staff in Guangzhou performs better in terms of youthfulness, with more fresh blood being injected. The proportion of teachers aged 31 to 45 in Guangzhou is 34.3%, and that in Lhasa is 41.7%. Although the proportion of the backbone force in Lhasa is slightly higher, the proportion of young teachers is relatively low, and the overall vitality is insufficient. The proportion of teachers aged 46 and above in Guangzhou is 11%, and that in Lhasa is 30.1%. The proportion of elderly teachers in Lhasa is significantly higher, which may lead to an overall lack of vitality and innovative thinking in the teaching staff.

The age structure of preschool teachers in Guangzhou is younger. Young teachers under the age of 25 account for 11.7%, and middle-aged backbone teachers aged 26 to 45 account for 77.4%. This structure not only inherits teaching experience but also injects fresh blood, providing a strong guarantee for the continuous development of the teaching staff. In contrast, the age structure of preschool teachers in Lhasa is significantly aging. Middle-aged teachers aged 26 to 55 account for as high as 89.8%, while those under 25 years old only make up 5.1%. This aging age structure may lead to a lack of vitality and innovative thinking in the teaching staff, affecting the improvement of educational quality and the sustainable development of the teaching staff [4].

3.2.2. Differences in the structure of teaching years

The survey results show that the preschool education teaching staff in Guangzhou is significantly younger. Teachers with less than 5 years of teaching experience or 6 to 10 years of teaching experience account for as high as 71.6%, while those with 16 to 20 years of teaching experience are only 2.2%. There is a phenomenon of "new and old gap". The teaching staff in Lhasa shows a "middle-aged dominance" feature. Teachers with 16 to 20 years of teaching experience account for 19.9%, and those with over 20 years of teaching experience account for 10.3%. The proportion of young teachers is relatively low. As shown in Figure 1, there is a significant difference in the structure of teaching experience between the two places. The "generational gap" in Guangzhou affects the inheritance of experience, while the "middle-aged dominance" in Lhasa affects the driving force for innovation.

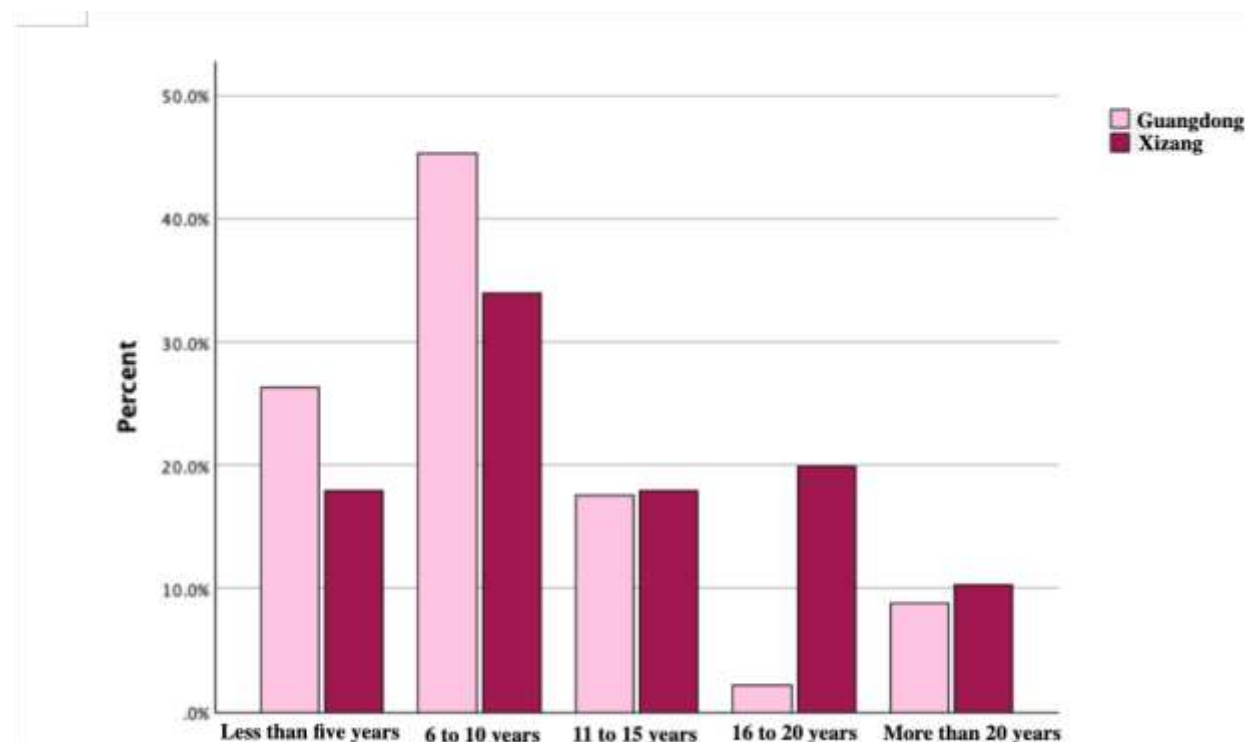


Figure 1. The structure of teaching experience of preschool teachers in Guangzhou and Lhasa

3.2.3. Differences in organizational structure

The survey results show that in Guangzhou, the proportion of contract teachers is 65%, and the proportion of teachers with public institution positions is 27%. The teaching staff structure in Lhasa is relatively simple. The proportion of contract-based teachers is as high as 85.9%, while that of teachers with public institution positions only accounts for 7.1%. As shown in Figure 2, this phenomenon of excessive reliance on the contract system may lead to insufficient stability of the teaching staff, because contract teachers usually lack the stability and welfare guarantees enjoyed by teachers with public institution positions [5]. This will further affect the teaching stability and sustainable development of the school. This difference in the staffing structure indicates that Guangzhou has successfully built a relatively stable teaching staff through diversified employment forms and a strong appeal of public service staffing. Lhasa, on the other hand, may face problems such as an unstable teaching staff and a lack of professional belonging due to the insufficient appeal of the public service system.

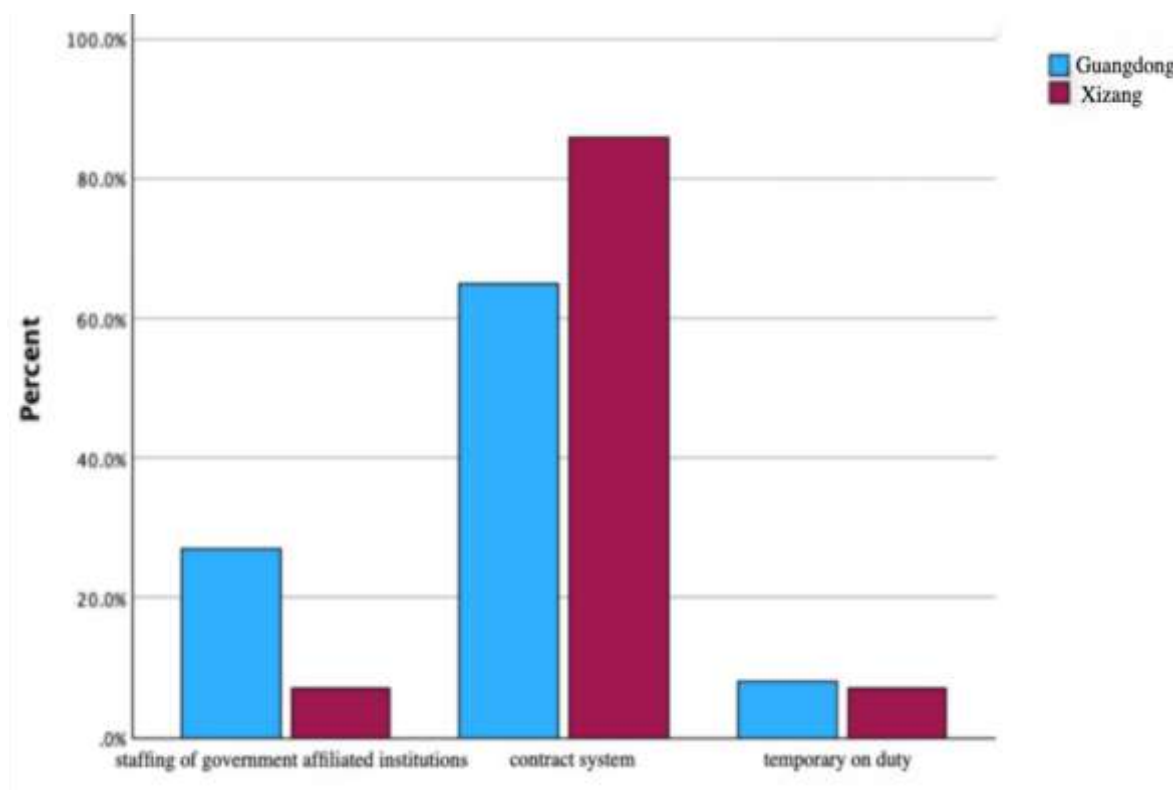


Figure 2. The staffing structure of preschool teachers in Guangzhou and Lhasa

3.3. Differences in the quality of preschool teacher allocation

3.3.1. Differences in teachers' educational qualifications and professional backgrounds

The educational attainment level in Guangzhou is relatively high. The proportion of those with a bachelor's degree or above reaches 72.2%, while those with a high school or technical secondary school degree only account for 2.9%. This provides teachers with a solid knowledge foundation and advanced educational concepts. Meanwhile, the proportion of teachers who graduated from the preschool education major is relatively high, indicating that Guangzhou attaches great importance to professional matching in the selection of teachers. Ensure that teachers have solid theoretical and practical abilities in preschool education. This combination of high academic qualifications and professional backgrounds gives early childhood teachers in Guangzhou more advantages in teaching innovation, curriculum design and understanding of children's psychology, enabling them to provide high-quality educational services for children. In contrast, the educational attainment of preschool teachers in Lhasa is mainly junior college, with 52.6% having a junior college degree and 45.5% having a bachelor's degree or above. The overall educational attainment is lower than that in Guangzhou. This may lead to certain limitations for teachers in terms of knowledge reserves and educational abilities. Although the proportion of teachers who graduated from preschool education majors is also relatively high, the overall low educational attainment level may limit the potential of teachers in professional development and affect the depth and breadth of educational services.

Although there are significant differences in the educational qualifications of teachers between the two places, the proportion of teachers with the highest educational qualification in preschool education in both places is large and the difference is not significant. This indicates that in terms of teacher selection, both places tend to recruit talents whose majors are relevant. However, this convergence does not mean that there are no differences in the depth and breadth of professional development between the two places. Highly educated teachers in Guangzhou have more advantages in professional research, teaching innovation and the

renewal of educational concepts. However, although teachers in Lhasa have similar professional backgrounds, their overall educational qualifications are lower, and they may face more challenges in professional development.

3.3.2. Although the Putonghua proficiency certificates in both places are not prominent, the overall Putonghua proficiency in Guangzhou is still higher than that in Lhasa.

According to the "Announcement on the Recognition of Teacher Qualifications for Primary and Secondary Schools in Guangdong Province in the First Half of 2025". Guangzhou area teacher when applying for teachers' qualification, The standard of Putonghua proficiency should reach level 2, Grade B or above as stipulated in the "Standards for the Proficiency Test of Putonghua" issued by the National Language Commission. This indicates that the Guangzhou area has clear and relatively high requirements for teachers' proficiency in Mandarin to ensure that teachers can use standard Mandarin for teaching in the educational and teaching process and promote the improvement of educational quality. According to the Notice of the Central People's Government of the People's Republic of China on Issuing the "Action Plan for Promoting Putonghua in Poverty Alleviation (2018-2020)". The autonomous region of China do by conducting via "everyone" in farmers and herdsmen, putonghua training and coordinate the various forces TuiPu poverty alleviation work, strengthen language standard training measures, It has promoted the popularization of Mandarin. However, in the Lhasa area, there are also Putonghua training and testing centers and workstations, providing Putonghua training and testing services for teachers. Overall, due to historical and current factors, the popularity rate of Mandarin and the Mandarin proficiency of teachers in Lhasa area are still generally lower than those in Guangzhou area.

3.3.3. The low rate of certificate holders in both places has become a common problem

The certification rates of preschool teachers in both Guangzhou and Lhasa are relatively low. The proportion of certified teachers in Guangzhou is 17.5%, while in Lhasa it is only 9.6%. The high proportion of uncertified teachers in both cities reflects the serious problem of qualification certification in the teaching staff and the need to improve the professionalization level.

3.3.4. Differences in professional concepts, knowledge and abilities between teachers in Guangzhou and Lhasa

The score of teachers in Guangzhou in terms of professional concepts (22.5328) was significantly higher than that of teachers in Lhasa (16.5128). This significant difference not only reflects the gap in professional concepts between teachers in the two places, but also reveals the imbalance in resource allocation [6]. Some high-end kindergartens in Guangzhou have actively introduced advanced educational concepts such as Montessori and Reggio Emilia. Teachers constantly update their educational concepts through abundant training and learning resources. Emphasize the individualized development and creativity cultivation of young children. However, in Lhasa, due to economic and educational resource limitations, teachers have few opportunities to come into contact with cutting-edge concepts, and the development of professional concepts lags behind relatively. They still mostly remain at the traditional educational concepts.

The score of teachers in Guangzhou in professional knowledge (17.5620) was significantly higher than that of teachers in Lhasa (14.7436). This significant difference is due to the large investment in education in the Guangzhou area. The government and kindergartens provide teachers with abundant learning resources. Teachers can have access to advanced teaching materials, teaching equipment and professional learning platforms. The speed of knowledge update is fast. However, the fiscal revenue in Lhasa area is limited, teaching resources are scarce, and the channels for teachers to acquire new knowledge are narrow, resulting in

insufficient knowledge reserves. They have limited understanding of the latest research results and teaching methods in the field of early childhood education, and their innovation ability is also relatively lacking.

In terms of professional ability, the average score of teachers in Guangzhou was 27.8905, and that of teachers in Lhasa was 22.2885. There are numerous opportunities for teacher training and exchange in Guangzhou. One can participate in various professional training courses, domestic and international educational exchange activities, etc. Constantly Improving one's teaching skills and management level [7]. Meanwhile, parents in Guangzhou have relatively high demands for early childhood education, which prompts teachers to constantly enhance their professional capabilities to meet the needs of both parents and children. However, due to a shortage of funds, teachers in Lhasa have limited training and exchanges, and their professional abilities have improved slowly, making it difficult to meet the demands of the development of modern early childhood education.

Table 2: Comparison of Professional Ability, Concepts and Knowledge Scores of preschool Teachers in Guangzhou and Lhasa

The average score of regional professional concepts, the average score of professional knowledge, and the average score of professional abilities

Guangzhou 22.5328 17.5620 27.8905

Lhasa: 16.5128, 14.7436, 22.2885

Table 2. Comparison of professional ability, concept and knowledge scores of kindergarten teachers in Guangzhou and Lhasa

district	Average score of professional concept	Average score of professional knowledge	Average professional competency score
Guangzhou	22.5328	17.5620	27.8905
Lhasa	16.5128	14.7436	22.2885

Note: Professional concepts and knowledge scores are obtained through standardized tests.

4. Analysis of the Reasons for the Differences in Teacher Resource Allocation

4.1. The intensity of financial input and policy support varies

China's "National Standard for the Allocation of Kindergarten Teachers" points out that each region needs to formulate specific implementation plans based on the level of economic and social development and the actual situation of preschool education. Make up for and fully equip kindergarten teachers [8]. The eastern region has a relatively developed economy, and the government has more abundant financial input in the preschool education stage, which can provide more funds for kindergartens to recruit and train teachers, thereby ensuring that the teacher-child ratio meets the national standard. in pre-school education stage have a clear financial support policies and standards, For instance, the education administrative department, in conjunction with the financial department, formulates the standards for per-student public funds for kindergartens and per-student financial allocations for public kindergartens [9, 10]. Although the central and western regions also have relevant policies, their economies are relatively backward, their fiscal budgets are limited, and the special investment in the preschool education stage is insufficient. As a result, kindergartens face difficulties in recruiting and training teachers, and the teacher-child ratio is hard to reach the national standard. In addition, the governments in the eastern regions attach great importance to preschool education and have introduced a series of policies to support its development.

Such policy guarantees ensure that kindergartens have sufficient resources to meet the requirements of the teacher-child ratio, thereby alleviating the problem of insufficient teachers to a certain extent. In contrast, although Lhasa City has increased its financial input in preschool education, such as implementing the "three guarantees" education policy and the per-student public expenditure standard, the special investment in the preschool education stage is relatively insufficient, and the overall fiscal budget is limited [11]. This has led to difficulties for kindergartens in teacher recruitment and training, and the improvement of the teacher-child ratio has been relatively slow.

4.2. Changes in population structure and adjustments in education policies

The continuous decline in the birth rate in Guangzhou has led to a reduction in the number of school-age children in the preschool education stage. According to relevant statistics, the number of children in kindergartens in Guangzhou in 2023 was 598,200, a decrease of 57,100 compared with 2022. Decreased by 8.71%. This change in population structure has directly affected the demand for preschool education teachers, causing some kindergartens to reduce teacher recruitment and even leading to a situation of teacher redundancy. In contrast, although Lhasa City is also confronted with the issue of population structure changes, due to the government's emphasis on preschool education and policy support, the number of full-time preschool education teachers still shows a growth trend. For instance, in 2023, the number of full-time preschool education teachers in Lhasa City increased by 248 compared to the previous year. Growth: 11.79%. Besides, Adjustment of Education Policies. May lead some kindergartens to be more cautious in teacher recruitment and retention, thereby reducing the overall demand for preschool teachers. For instance, although the number of kindergartens in Guangzhou increased by 23 in 2023, However, the number of full-time teachers decreased by 1,100. This indicates that the optimization and adjustment of educational resources have had an important impact on the number of teachers.

4.3. Traditional concepts, differences in salary and benefits, and limited career development space

In many regions, there are significant differences in the gender and age structure of the preschool education profession. Young women have become the main source of kindergarten teachers, while older people and men have a lower willingness to work as kindergarten teachers. The root cause of this phenomenon lies in the influence of traditional concepts, which hold that preschool education mainly involves taking care of young children and organizing games and other relatively "trivial" tasks. These jobs are generally considered more suitable for young women. Although Guangzhou is a place where diverse cultures blend and the concept of occupations is relatively open, traditional gender occupational stereotypes still influence people's views on the profession of kindergarten teachers to a certain extent. The Tibetan culture in Lhasa makes more young women willing to engage in occupations related to children's education. In addition, there are differences in expectations for salary and benefits among different age groups and gender groups. The salary and benefits of the preschool education profession are relatively low. Hard to attract men and senior [12]. The professional title evaluation in the field of preschool education is rather difficult, and the opportunities for job promotion are relatively limited, which reduces the appeal of this profession to the elderly and men. In Guangzhou, although the preschool education industry is constantly developing, the bottleneck of career advancement still exists. In Lhasa, due to the relatively scarce educational resources, the career development space for kindergarten teachers may be even more limited, which further affects the willingness of the elderly and men to engage in the work of kindergarten teachers.

4.4. Differences in training systems and educational evaluation mechanisms

The teacher training system in Guangzhou area is relatively complete and can provide diverse training contents, such as Putonghua training and professional ability improvement [13]. In contrast, the Lhasa area is restricted by factors such as geographical location and economic conditions, resulting in fewer opportunities for teacher training. The content is limited [14]. There are deficiencies in the teacher training system [15]. In addition, the evaluation mechanism for kindergarten teachers in the Guangzhou area is well-developed, with emphasis on the comprehensive quality and professional ability of teachers. In professional title evaluation and performance assessment, proficiency in Mandarin and professional competence are important assessment indicators. However, the educational evaluation mechanism in Lhasa area is not perfect in some aspects, and the assessment of teachers' Mandarin proficiency and professional ability is relatively less valued.

5. Suggestions for Optimizing Resource Allocation

5.1. Increase investment in preschool education and improve the ratio of teachers to children.

The government should increase investment in preschool education, especially in the western regions, and increase the number of teachers and recruitment efforts to improve the teacher-child ratio. For instance, Lhasa City can draw on Guangzhou City's "per-student public funds" policy to ensure that kindergartens have sufficient funds to recruit and retain teachers. At the same time, the recruitment conditions will be relaxed to attract more outstanding talents from both local and other places. In addition, a teacher subsidy and reward mechanism should be established to encourage teachers to engage in preschool education for a long time.

5.2. Break stereotypes and optimize the structure of the teaching staff

It is necessary to break the stereotypes of the preschool education profession in society through media promotion, enhance the attractiveness of the profession, and optimize the gender and age structure. At the same time, increase the salary and benefits of preschool education teachers, improve their career development space, and attract more outstanding talents to join. The teacher training system can also be gradually improved, and the enrollment scale and training direction can be adjusted to meet the needs of kindergartens for teachers in different dimensions.

5.3. Strengthen teacher training and evaluation to enhance the quality of teacher resource allocation

Teacher training should be strengthened to enhance teachers' professional concepts, knowledge and abilities. Guangzhou can take advantage of its own strengths to carry out exchanges and cooperation with Lhasa and share high-quality training resources. In addition, improve the educational evaluation mechanism and incorporate Putonghua proficiency and professional competence into important assessment indicators to enhance the overall quality of teachers. Through these measures, the gap in the allocation of preschool teacher resources between the eastern and western regions can be gradually narrowed, promoting the high-quality development of preschool education.

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