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ABSTRACT

This study examines the key factors influencing the effectiveness of labor education implementation in kindergartens. It assesses the influence of teacher participation, parental support, diversity of labor education content, and resource support on the effectiveness of labor education programs. Out of a pool of 50 kindergartens, 10 were shortlisted using a stratified random sampling approach to examine these factors. The study involved survey data from 356 kindergarten teachers and parents (210 teachers and 146 parents) from selected kindergartens in Inner Mongolia, China. Survey data were analyzed using regression models. The analysis results indicate that each factor has a significant positive effect on the effectiveness of labor education in kindergartens, highlighting the importance of a multidimensional approach. Optimization pathways can assist in providing direct guidance for labor education practices in Inner Mongolia's kindergartens. The study proposes optimization pathways for enhancing teacher participation through targeted training support, strengthening family-kindergarten collaboration to foster a cohesive educational environment, enriching the diversity of educational content to provide a comprehensive learning experience, and improving resource support to ensure sufficient resources in programs. The findings also offer broader policy insights and practical references to improve labor education in other regions.

Contribution/Originality: This study provides valuable insights for other underdeveloped areas to help bridge the education gap between regions with differing economic conditions. It also contributes to early childhood education in economically underdeveloped regions such as Inner Mongolia, China.

1. INTRODUCTION

Labor education is an educational process designed to foster students' understanding of labor values and nurture positive labor traits. Labor values involve developing a proper perspective on labor, cultivating a positive attitude toward work, and fostering respect for both labor and workers. Labor qualities refer to acquiring relevant knowledge and skills related to labor, as well as forming good work habits (Tan, 2019). Globally, labor education is known as Practical Skills Education or Life Skills Education, and its importance as one of the core elements of early childhood education has been recognized since the late 1990s. The significance of labor education as a central component of early childhood education has been acknowledged. It encompasses all activities designed to enhance students' employability skills, work ethics, and the importance of work (Kaur & Kaur, 2024). At the kindergarten stage, labor education equips young learners with positive attitudes toward work, essential hands-on skills, and good work habits to prepare them for future roles in society (Zhang, Yu, & Liu, 2024b). Studying the factors that influence the implementation of labor education in kindergartens can provide a solid theoretical basis and

practical guidance for kindergartens to implement labor education programs and actively promote the comprehensive development of young children.

Labor education dates back to the days of burgeoning industrial capitalism, which is also implicated in democratic revolutions and the struggles of the emerging working class. The underlying philosophy aims to improve collective consciousness and the practice of democracy through the self-education of workers, as highlighted in many alternative social transformation movements (Merrill & Schurman, 2016). The example of the Brookwood Labor College in the early 20th century, itself a center of the American labor college movement, represents a significant shift toward democratic learning, united in action by workers (Altenbaugh, 1983). Labor education at that time was based on trade unions and workers' organizations and was organized around self-direction and collective activity in the workplace.

In the Global South, labor education was foundational to political liberation movements. For instance, in the 1970s and 1980s, labor education in South Africa was underpinned by a strong anti-racial-capitalist orientation that became an important resource for union mobilization and ideological education during this period. Hlatshwayo (2018) emphasized using participatory methods to turn everyday work experiences into political consciousness and mobilize social change through collective action. Moreover, theorizing worker education in the region was also elaborated through connections with international socialist movements (Cooper, 1998).

In the late 20th century, labor education faced new challenges from globalization and neoliberalism. Sawchuk and Thomas (2000) noted a transition away from collective consciousness and promotion of political action in labor education toward one of increased emphasis on individual career development and skills training. This shift provided new frameworks through which to educate transnational workers but also surfaced tensions between transformative and adaptive approaches. Additionally, Twarog, Sherer, O'Farrell, and Coney (2016) examined multiple frameworks in labor education for American women workers, exposing their function in the promotion of gender equality and union leadership. These programs contributed to increased gender awareness and greater collective solidarity among workers.

In the 21st century, labor education has progressively adapted to align with shifts in labor structures and societal needs. The digital economy has seen widespread usage, global environmental problems have emerged, and labor education has gradually expanded to digital platforms and environmental management. The emphasis on using collaborative learning and technology platforms to support solidarity across dispersed workforces has significant implications for the future of labor education, as illustrated by recent research (Vally & Motala, 2022).

With a focus on shaping socialist builders and successors for the new era, labor education has gained increasing attention from the Chinese government. The Opinions of the CPC Central Committee and the State Council on *Comprehensively Strengthening Labor Education in Universities, Primary, and Secondary Schools in the New Era* (Ministry of Education of China, 2020) which explicitly position labor education as a Constitutive part of the 'five-dimensional education' system of moral, intellectual, physical, aesthetic and labor education. The policy clearly states that it should help students establish labor consciousness, cultivate correct labor values, and master necessary labor skills (Ministry of Education of China, 2020). Through the adjustment of curriculum standards and the promotion of diversified labor, China has gradually incorporated labor education into primary, secondary, and higher education. This is evident in the implementation of the "Double Reduction" policy to improve educational evaluation and the educational ecosystem reform (Luo, 2023). These efforts demonstrate the nation's unwavering commitment to improving the overall quality of youth and promoting fairness and social justice.

However, while labor education is gaining increasing attention in China, little research has documented its implementation in early childhood education in economically underdeveloped regions such as Inner Mongolia (Xu, 2024a). Inner Mongolia faces unique challenges such as economic disparities, educational inequality, and cultural diversity, which make it an important region for researching labor education in early childhood (Bao, Xiu, Liu, & Li, 2024). Addressing these issues through labor education can provide valuable insights for other underdeveloped areas and help bridge the gap between regions with differing economic conditions.

To address this research gap, this study examines the factors affecting the effectiveness of kindergarten labor education implementation in Inner Mongolia. It focuses on the following questions:

1. What are the key factors influencing the effectiveness of labor education in kindergarten?
2. How do these key factors interact to influence the effectiveness of labor education in kindergarten?
3. Based on the above points, how can the effectiveness of labor education in kindergarten be improved in the future?

Understanding the unique factors that influence labor education in Inner Mongolia is essential for developing customized strategies to enhance its effectiveness. By identifying and addressing these region-specific challenges, educators and policymakers can better implement labor education programs that are culturally responsive and contextually relevant.

2. LITERATURE REVIEW

2.1. Kindergarten Labor Education outside China

2.1.1. Theoretical Foundations of Kindergarten Labor Education

The major theoretical background of labor education focuses on facilitating responsibility, cooperation, and task-completion habits in early childhood education internationally. This form of education is frequently situated within wider theories of child development, such as Developmentally Appropriate Practices (DAP), culturally responsive teaching, and task-oriented learning.

One of the most fundamental ideas in early childhood education is the theory of Developmentally Appropriate Practices (DAP). The importance of planning learning experiences around children's interests and developmental abilities to be consistent with cognitive and emotional development (Rukiah & Malik, 2024). While planning activities, teachers should consider the developmental stages of children and instill a sense of responsibility and task orientation in them to equip them with basic life skills.

Despite this, research shows a disconnect between the theoretical and the practical among kindergarten teachers. As an example, although most teachers support the principles of DAP, pressure to meet academic requirements or administrative demands typically results in a more teacher-directed approach to teaching that leaves little time for the labor demanded by tending to the needs of children (Mengstie, 2023). It raises a central tension in labor pedagogy, the tension between theory and the realities of labor that may disincentivize teachers from designing pedagogically significant labor tasks.

The second theory is a combination of theories of education and culture. An extension of the theory of labor education, research has suggested that cultural frameworks are instrumental in reshaping kindergarten education. Easily seen in Jamin, Munirah, Asfahani, Prusty, and Palayukan (2024), whose focus was on the differences in multicultural settings interpreting 'responsibility' and 'the value of work'. By comparing kindergarten classrooms across India, their study shows that cultural traditions have a profound influence on the methods of education, specifically how teachers facilitate the same task-directed activities. For example, it is common for teachers to guide children in everyday organizing activities like taking care of plants, which nurtures a sense of responsibility. While these practices do not use the term 'labor education' as an exercise in culturally responsive work, they are consistent with the intentions of the term.

2.1.2. Implementation of Kindergarten Labor Education

The specific implementation of labor education in kindergartens focuses on the need to balance child-centered and free-choice activities with task-oriented and labor-driven work tasks. This was demonstrated in a longitudinal study by Winsler and Carlton (2003) and Xu (2024b), which studied a child-centered kindergarten classroom where 87% of children engaged in unstructured, short-duration free-choice activities, while only a small fraction participated in goal-oriented and long-duration tasks. The main challenge lies in the underdevelopment of structured tasks in

practice and the difficulty kindergartens face in balancing freedom and choice while incorporating labor education into daily activities.

Moreover, Winsler and Carlton (2003) and Xu (2024b) noted that opportunities for one-on-one interactions between teachers and children at this time were also limited. This situation differs from the aims of labor education, which focus on systematic persuasiveness for developing elements of responsibility and cooperation experience, thus revealing poor design and a lack of immersion in the practice of labor education.

Additionally, a majority of the research did not specifically target labor education, but some studies on task-oriented integrated activities align with labor education goals. For example, Floreal (2019) in a case study exploring early STEM education found that interdisciplinary practices were only successful in complementing what was taught in the classroom, emphasizing the need for teachers to use the same process of daily task-based activities (such as hands-on projects and collaborative work) to prepare children to work as integral problem-solvers and team players. Although the study focuses on STEM, its task-driven approach also provides an invaluable framework for labor education. It also stresses the significance of teacher-led initiatives and family-community cooperation, which are essential for the implementation of systematic labor education programs (Floreal, 2019).

Furthermore, Mustakim, Sulaiman, Lei, and Zou (2024) stated that Project-Based Learning (PBL) is a teaching method that promotes students' creativity, critical thinking, and social skills. It fosters self-directed learning and labor skills through real-world problem-solving. Besides, Oh, Lee, An, and Park (2020) argued that engaging in planting activities in kindergarten has a profound impact on young children. It helps children experience and appreciate nature while developing their hands-on abilities. Overall, these activities aim to enrich children's knowledge of labor, enhance their labor skills, and cultivate their labor spirit and qualities.

2.1.3. Influencing Factors of Kindergarten Labor Education

Various studies also show that government policy and resource support are significant aspects that influence kindergarten labor education. For example, Sahin-Sak, Tantekin-Erden, and Pollard-Durodola (2018), using the early childhood education system in Turkey as their study context, found that even though beliefs about developmentally appropriate practices were common among local teachers, the physical environments and school resources as well as the characteristics of children constrained teachers' actual teaching behaviors. This suggests that while educational theories prioritize task-structure policies, resources can essentially de-power classroom practices for intense quality and uniform features of labor. One of the essential guarantees for carrying out labor activities in kindergartens is systematic policy and resource support, such as clear curriculum frameworks, labor education standards, and other similar policies (Chen, Chen, & Li, 2024).

In addition, Daniju-Jegede and Fowowe (2024) applied sociological analysis to discuss how the cultural diversity of school environments shapes classroom interactions, curriculum design, and the cultural awareness of teachers on children's learning experience in such school environments. While the study primarily relates to educational equity and teachers' respect for various cultural systems, it indirectly offers a cultural framework to inform how labor education task-type activities may be structured to resonate with the social priorities and educational aspirations of different states. Additionally, Xu (2024a) emphasized that resource development is crucial for enriching the content and forms of labor education, thereby effectively supporting its implementation.

Overall, the relevant international research data are scarce and mainly focus on the theoretical basis, implementation status, and influencing factors of labor education in kindergartens. These studies reveal connections between labor education and theories such as developmentally appropriate practices, culturally responsive teaching, task-oriented learning, and their integration with STEM education. They also highlight the unique manifestations of labor education in different cultural contexts. However, current research lacks depth in these areas, providing abundant opportunities for future exploration. This lays a foundation for improving the theoretical framework and practical strategies of labor education, offering valuable guidance for its development and optimization.

2.2. Kindergarten Labor Education in China

As the Chinese government and educational authorities place increasing emphasis on labor education, research on labor education in kindergartens has also been gradually increasing. Existing studies mainly focus on the connotation, importance, implementation status, challenges, underlying causes, solutions, and curriculum design of labor education in kindergartens (Chen, 2024; Li, 2022). However, as an economically underdeveloped region rich in ethnic culture, Inner Mongolia has conducted relatively limited research on labor education in kindergartens. The research situation is discussed in the following sections.

2.2.1. The Connotation of Kindergarten Labor Education

The term 'labor education' is interpreted differently in various countries. In China, kindergarten labor education is primarily defined as cultivating children's labor habits and skills and shaping their perceptions of labor through daily activities such as cleaning, planting, and crafting. The goal is to promote children's holistic and healthy development (Xu, 2024b). This educational approach focuses on fostering children's interest in labor, forming good habits, and cultivating respect for labor while enhancing their practical abilities and teamwork spirit (Chen, 2024).

Some studies, grounded in the 'living education' theory, suggest that early childhood labor education should align closely with children's real-life experiences, making education relevant to their daily lives and fostering moral qualities and behaviors (Wang et al., 2022). In the context of the new era, labor education also integrates with other dimensions of education, such as moral, intellectual, physical, and aesthetic development, emphasizing the comprehensive goal of holistic development (Li, 2022).

2.2.2. The Importance of Kindergarten Labor Education

Labor education in kindergartens holds multiple meanings, contributing not only to children's personal development but also to significant social value. From the perspective of personal development, labor education greatly benefits children's physical, cognitive, emotional, and social skills (Fan & Zou, 2020). For instance, in terms of physical development, labor practices help enhance children's fine motor skills and hand-eye coordination (Li, 2023). Regarding cognitive development, task-oriented activities foster logical and creative thinking (Zhang & Mustafa, 2024). As Zhang and Mustafa (2024) noted, through gamified labor tasks, children learn to solve problems and experience the joy of labor during their exploration. In summary, labor education in kindergartens plays a vital role in fostering well-rounded development in children, equipping them with essential life skills that contribute to both individual growth and societal progress.

Labor education also plays a crucial role in emotional and social development. By participating in cooperative labor tasks, children gradually learn to respect the labor contributions of others, enhancing their sense of responsibility and collective honor (Xu, 2024b). This cultivation of social skills is especially important as it lays the foundation for children's adaptability in collective environments later in life (Tong, 2024). Moreover, labor education helps instill positive labor attitudes from an early age, such as loving and understanding the social value of labor. This aligns not only with the requirements of socialist core values in labor education but also reflects the traditional Chinese cultural spirit that emphasizes the significance of labor (Li, 2022).

From a social perspective, labor education carries substantial cultural and policy implications. Its promotion aligns with the *Guidelines for Labor Education* issued in 2020, embodying the principle of returning education to its essence of "nurturing individuals" (Chen, 2024). This educational model, which advocates for the spirit of labor, not only cultivates a new generation of responsible and capable citizens but also promotes societal harmony by integrating labor education with life education (Li, 2022). Additionally, kindergarten labor education helps transmit the cultural values of respecting and participating in labor to help people adapt to a dynamic job market, thereby strengthening public recognition of and participation in education (Xiao, Sheng, & Zhang, 2025).

2.2.3. The Challenges of Kindergarten Labor Education Implementation

The implementation of labor education in Chinese kindergartens faces several challenges. Current curriculum designs focus primarily on basic tasks, such as cleaning, and lack creativity and diversity (Wu, 2022; Xu, 2024b). Furthermore, many teachers have an insufficient understanding of labor education and fail to integrate it effectively into early childhood education (Hu, 2022). During the COVID-19 pandemic, labor education activities were marginalized or became formalized, undermining their quality and essence (Li, 2023).

In rural areas, resource shortages pose significant challenges to the implementation of labor education. Teachers often lack adequate professional training to design and execute innovative curricula effectively (Yi & Han, 2022). In urban areas, although labor education benefits from more educational resources, parents tend to prioritize academic performance over the value of labor education (Chen, 2024).

Despite progress in research on kindergarten labor education in China, challenges persist. These include insufficient resources, inadequate teacher professional development, and parental misconceptions about its value (Zhang, Li, & Zhou, 2024a). Many labor education activities are overly formalized, limited to repetitive tasks like cleaning or moving objects, and lack engaging, diverse practices (Wu, 2022). The training system for early childhood teachers regarding labor education remains underdeveloped, leaving educators uncertain about its practical implementation (Xu, 2024b). In urban areas, parents often undervalue labor education due to their preference for academic training (Hu, 2022). In culturally diverse regions such as Inner Mongolia, balancing traditional culture and mainstream educational policies remains a challenge, with limited research addressing this area (Chen, 2024).

2.2.4. The Countermeasures of Improving Kindergarten Labor Education Implementation

To enhance the quality of kindergarten labor education, researchers suggest innovating curriculum formats, fostering family and community collaboration, and optimizing teacher training (Huo, 2022). For example, Bai (2022) advocated that bringing labor education into vibrant thematic curricula like gardening and games could allow students to engage more while improving the link between academic content and academic skill development. Integrating labor education into the familiar seasonal festivals that children know not only makes the activities fun but also helps to enhance the practical value of the curriculum (Hong, 2023). Chen (2024) believed that a collaboration model between families, colleges, and communities can tackle the lack of sources and help households use their sources even more effectively. These also promote parental engagement to realize the importance of labor education better (Chen, 2024).

Moreover, for the effective implementation of labor education in kindergartens, teachers need to integrate labor education with other educational activities through various methods such as competitions, performances, and simulations. Combining realistic work conditions, utilizing community resources, and encouraging parental participation are essential. Xu (2024a) also emphasized that institutional guarantees should be established and awareness campaigns to highlight the importance of labor education should be strengthened to improve its implementation in kindergartens. Therefore, it is necessary to focus on developing resources and creating content that can stimulate children's interest. Additionally, to maximize the benefits of the labor education process, planning and feedback mechanisms must be strengthened. These efforts are vital to overcoming current challenges and enhancing the effectiveness of labor education.

2.2.5. The Design of Labor Education Curricula and Activities in Kindergarten

Most of the papers highlight that creating play-based labor education activities can cultivate children's practical abilities, which are creative and cooperative, and play-based labor education activities can meet preschool children's interest-driven learning needs (Tian & Fu, 2023). These methods involve developing creative curricula tailored to integrated labor themes, such as 'gardening or simulated jobs,' that transcend traditional subjects to cultivate more tangible and engaging learning experiences (Huo, 2022). Zhang et al. (2024b) emphasized that kindergarten labor

education curriculum design should incorporate aspects of labor education into routine work and life to promote children's consciousness of responsibility and independence. It focuses on developing good work habits and appreciation for the things they create. Activities such as planting and farming are intended to stimulate creativity and imaginative play. Teachers who explore new ideas in teaching will gradually take labor education for granted, integrating it into life and games, which will subtly influence children's growth and provide a solid foundation for their future development.

In rural areas, abiding by local characteristics in curriculum design and implementation is critical for meeting the needs of the farming economy, which not only preserves traditional cultural heritage but also enriches labor education (Zhu, Wu, Xu, & Chen, 2024). In addition, digital simulation technologies can also allow urban children to experience rural labor and bridge the gap in urban-rural experiences (Meng, 2022). For instance, Xu (2024a) advocated that new media technologies have the potential to transform education by providing innovative learning experiences for people across different geographical locations. Such technologies and devices can help simulate environments of rural labor; as a result, urban children can gain virtual experiences of what it is like to live and work as peasants, promoting these experiences because they help provide a form of educational equity. Digital learning platforms can embed rural labor simulations in urban education curricula, thereby expanding students' awareness of rural lifestyles and challenges (Fu, Zeng, & Kang, 2024).

2.3. Kindergarten Labor Education in Inner Mongolia

Research on labor education in kindergartens in Inner Mongolia remains limited. Existing studies primarily focus on integrating labor education into the mainstream Han education framework while preserving the unique characteristics of traditional Mongolian labor education, which continues to present significant challenges (Hong, 2023). Inner Mongolia's nomadic culture offers unique opportunities to integrate cultural heritage with practical learning in labor education. Research suggests incorporating traditional activities such as wool shearing or prairie vehicle repairs into modern labor education can effectively blend ethnic culture with practical skills (Hong, 2023). However, contradictions between centralized educational policies and the region's distinctive characteristics pose challenges in designing curricula that adapt to local needs.

In summary, existing research on kindergarten labor education outside China has primarily focused on theoretical foundations, implementation practices, and influencing factors, but these studies lack depth. In China, significant research progress has established a solid foundation for further exploration. However, in Inner Mongolia, an economically underdeveloped region rich in ethnic culture, labor education has not received sufficient attention. Globally, as well as within China and Inner Mongolia, there remains a notable lack of in-depth empirical studies on the factors influencing kindergarten labor education.

3. RESEARCH METHOD

This study explores elements that foster effective labor education in Inner Mongolia kindergartens. A total of 10 kindergartens were selected from a pool of 50 using a stratified random sampling approach. This aligns with earlier research by Paradis, O'Brien, Nimmon, Bandiera, and Martimianakis (2016), which indicates that selecting a sample size of 10 to 15 kindergartens is effective in providing a comprehensive view while maintaining manageability. Responses for 356 questionnaires were received (210 teachers and 146 parents). The survey was distributed through the Wenjuanxing online platform and used a 5-point Likert scale to collect data on teacher participation, parental support, content diversity, and resource support. Descriptive statistics, correlation, and multiple regression analysis were conducted using SPSS. Informed consent was obtained from participants, and confidentiality was maintained in accordance with ethical standards.

3.1. Theoretical Framework and Variable Identification

Based on ecological systems theory and educational economics, the core variables in this research are teacher participation, parental support, diversity of labor education content, and resource support (Bronfenbrenner, 2000; Levin, 1991). Children's development is implicated at every level in ecological systems theory, which conceptualizes development as influenced by multiple ecological systems, including family and school environments. It means that support from both family and educational institutions directly determines the quality of labor education (Taibuldinova, Dlimbetova, Menlikhozhaeva, Tileubay, & Almagambetova, 2024). The measure of 'resource support' can be theoretically referenced to educational economics, which underscores the importance of educational resource input as a catalyst through which educational effectiveness can be achieved (Gigliotti & Sorensen, 2018; Muharlisiani, Mulawarman, Suwarni, Usanto, Hutahaeen, & Rahim, 2023).

3.2. Data Collection and Sample Description

3.2.1. Sample Selection

This study adopts a stratified random sampling method to maintain representativeness across different types of kindergartens in Inner Mongolia. A total of 50 kindergartens were sampled, including both urban and rural institutions, with varying levels of resources and demographic compositions. To ensure diversity in geographical location, size, and socio-economic status, 10 of the 120 available kindergartens were randomly selected to form the study group.

Table 1 presents the basic information about the sample considered for the study. Within each selected kindergarten, 35 teachers and 10 parents were randomly chosen to complete the survey, resulting in a total of 356 respondents (210 teachers and 146 parents). This stratification ensures that both educator and parental perspectives are adequately represented, providing a balanced view of the factors influencing labor education effectiveness.

Table 1. Sample basic information.

Category	N	Age range	Educational background	Work experience
Teachers	206	25-35	College degree or above	5+ years
Parents	150	30-45	College degree or above	N/A

3.2.2. Instrument Reliability and Validity Assessment

The research instrument was developed by adapting validated scales from labor education and early childhood education literature, modified to align with the study's research objectives.

The internal consistency reliability was assessed using Cronbach's alpha coefficients, with all dimensions yielding values above 0.7, demonstrating robust reliability.

Content validity was established through expert panel validation, ensuring that questionnaire items adequately represented the intended constructs and theoretical framework.

3.3. Operationalization of Variables

3.3.1. Teacher Participation (TP)

Operationalized as the extent of teachers' professional engagement in kindergarten labor education, encompassing both attitudinal dimensions (recognition and support of labor education) and behavioral components (level of involvement in implementation).

3.3.2. Parental Support (PS)

Defined as the degree of parental involvement and attitudinal support for labor education initiatives in kindergartens, measured through their participation in home-based activities and overall disposition toward kindergarten labor education programs.

3.3.3. Content Diversity (CD)

Conceptualized as the breadth and depth of kindergarten labor education, incorporating various domains, including life skills development, collaborative work experiences, and community service engagement opportunities.

3.3.4. Resource Support (RS)

Characterized by the material and infrastructural support provided by kindergartens, including the availability and adequacy of educational tools, materials, and facilities necessary for implementing labor education programs.

4. RESULTS and ANALYSIS

4.1. Descriptive Statistical Analysis

Preliminary analyses involved descriptive statistics to elucidate the initial trends and distributions of the key variables under investigation: teacher participation, parental support, content diversity, and resource support in kindergarten labor education programs. This analysis provided foundational insights into the current state of labor education implementation across the sampled kindergartens.

Table 2. Descriptive statistics of key variables (N = 356).

Variable	M	SD
TP	6.2	1.6
PS	5.1	1.8
CD	4.8	1.9
RS	4.6	2.0
IEKLE	5.18	1.5

Note: IEKLE = Implementation effectiveness of kindergarten labor education.

Analysis of descriptive statistics ([Table 2](#)) indicates that the implementation effectiveness of kindergarten labor education programs demonstrates moderate levels ($M=5.18$, $SD=1.5$), with notable deficiencies across critical components. The data reveals suboptimal performance in several key domains:

1. Teacher participation shows variability ($M=6.20$, $SD=1.60$), indicating inconsistent implementation patterns.
2. Parental support shows below-optimal levels with considerable heterogeneity ($M=5.10$, $SD=1.80$), indicating challenges in home-kindergarten collaboration.
3. Content diversity demonstrates insufficient development ($M=4.80$, $SD=1.90$), reflecting limited scope in educational content delivery.
4. Resource support reveals significant constraints ($M=4.60$, $SD=2.00$), highlighting substantial infrastructural limitations.

These findings underscore the necessity for systematic improvement across all measured dimensions. The results suggest that comprehensive interventions targeting teacher professional development, parent engagement mechanisms, content enrichment strategies, and resource allocation optimization are essential to enhance program effectiveness.

4.2. Bivariate Correlation Analysis

To examine the linear associations between predictor variables (teacher participation, parental support, content diversity, and resource support) and the criterion variable (Implementation Effectiveness of Kindergarten Labor Education), Pearson product-moment correlation coefficients were computed. This analysis aimed to quantify the strength and direction of relationships between study variables while providing preliminary insights into their potential predictive relationships.

Table 3. Correlation matrix of variables for labor education implementation in Kindergarten.

Variables	TP	PS	CD	RS	IE
TP	1	0.45**	0.32**	0.40**	0.52**
PS	0.45**	1	0.38**	0.33**	0.46**
CD	0.32**	0.38**	1	0.47**	0.43**
RS	0.40**	0.33**	0.47**	1	0.49**
IEKLE	0.52**	0.46**	0.43**	0.49**	1

Note: **p<0.01, two-tailed tests. N=356. IEKLE = Implementation effectiveness of Kindergarten labor education.

Analysis of bivariate correlations (Table 3) demonstrates statistically significant positive associations between all predictor variables and implementation effectiveness ($p<0.01$). Teacher participation emerged as the strongest correlate ($r=0.52$), suggesting its pivotal role in program success. This was followed by resource support ($r=0.49$) and parental support ($r=0.46$), showing moderate positive correlations. Content diversity also demonstrated a significant positive relationship ($r=0.43$) with implementation effectiveness.

These findings underscore the multifaceted nature of successful labor education implementation in kindergarten, with teacher engagement appearing particularly crucial. The moderate strength of all correlations suggests that each factor contributes to program effectiveness, while these factors emerge as vital components for optimal educational outcomes.

4.3. Multiple Regression Analysis

Following the bivariate correlation analysis, a multiple linear regression model was estimated to examine the unique contributions of the predictor variables (teacher participation, parental support, content diversity, and resource support) in explaining variance in implementation effectiveness. This analysis aimed to quantify the relative importance of each factor while controlling for the effects of other variables in the model. The regression results are presented below.

Table 4. Multiple regression results predicting the implementation effectiveness of KLE.

Predictor	B	SE	t	P
Constant	0.235	0.158	1.49	0.138
TP	0.375	0.070	5.36	<0.001**
PS	0.234	0.065	3.60	<0.001**
CD	0.225	0.076	2.96	0.003**
RS	0.236	0.071	3.32	<0.001**

Note: **p<0.01. N=356; B=Unstandardized regression coefficient; SE=Standard error; KLE= Kindergarten labor education.

Multiple regression analysis results (Table 4) reveal that all predictor variables significantly contribute to implementation effectiveness ($p<0.01$). Teacher participation emerges as the most potent predictor ($B=0.375$, $t=5.36$, $p<0.001$), followed by resource support ($B=0.236$, $t=3.32$, $p<0.001$) and parental support ($B=0.234$, $t=3.60$, $p<0.001$). Content diversity also shows a significant positive contribution ($B=0.225$, $t=2.96$, $p=0.003$).

These findings underscore the unique contributions of each factor in kindergarten labor education implementation, with teacher engagement showing particularly strong predictive power. The positive effects across all predictors provide empirical support for a comprehensive approach to labor education in kindergarten, emphasizing the importance of both human factors (teacher and parental involvement) and structural elements (content and resources) in achieving optimal educational effectiveness.

4.4. Assessment of Multicollinearity

To evaluate the independence of predictor variables in the regression model, variance inflation factors (VIF) were computed. This analytical procedure examines the extent of interdependence among predictors to ensure reliable

estimation of their unique effects on implementation effectiveness (Gómez, García García, & García Pérez, 2020). The VIF for each predictor was calculated using.

$$VIF_j = \frac{1}{1 - R_j^2}$$

Where, R_j^2 represents the squared multiple correlation coefficient from regressing the j th predictor on all other independent variables. Labor education values quantify the severity of multicollinearity, with values exceeding 10 traditionally indicating problematic levels of interdependence that may compromise the stability of regression estimates and necessitate remedial measures.

Table 5. Variance inflation factors for predictor variables in the regression model.

Predictor	VIF
TP	1.98
PS	2.05
CD	1.87
RS	2.15

Examination of variance inflation factors (Table 5) reveals that all predictors exhibit VIF values substantially below the conventional threshold of 10 (range: 1.87-2.15), indicating minimal multicollinearity among the predictor variables. Teacher participation (VIF=1.98), parental support (VIF=2.05), content diversity (VIF=1.87), and resource support (VIF=2.15) demonstrate sufficient independence from one another. The results of these diagnostics indicate the stability of the regression estimates and assure the individual contributions of each predictor to implementation success.

5. DISCUSSION

This study analyzed the factors influencing the effectiveness of labor education implementation in kindergartens in Inner Mongolia to identify the following findings.

5.1. The Critical Role of Teacher Participation

The results show that teacher involvement is the greatest predictor of labor education success. This is consistent with the main tenets of Ecological Systems Theory, which posits that teachers, along with parents, are part of a microsystem that most directly influences child development (Bronfenbrenner, 2000). Libro (2023) mentioned that teachers play a substantial role in young children's development of labor-related values, as their professionalism and role modeling are strongly correlated, evidenced through (Bronfenbrenner, 2000).

Ecological Systems Theory, with a significant interaction effect between microsystem (teacher-child) and mesosystem (parent-teacher) relationships. Therefore, the active participation and professionalism of teachers can not only improve the quality of labor education but also, through role models, promote labor awareness and practical abilities of young children. This result highlights the need to better develop teacher training, especially in areas with nationally diverse populations such as Inner Mongolia.

In this context, policymakers should design targeted training policies, school administrations should ensure adequate resources and support, and teacher training institutions should develop culturally responsive programs. Collaborative efforts among these stakeholders can enhance both local cultural identity and the quality of education.

5.2. Parental Support and Home-Kindergarten Collaboration

Given the strong influence of family education on labor education, parental support, and home-kindergarten cooperation can improve the effect of labor education for kindergartens. The finding is similar to another study conducted by Mendelová and Gužíková (2024), who noted that when parents are engaged in educational activities, it

ensures consistency in educational goals and boosts the interest of children in those objectives. Furthermore, Nurhayati, Qudsi, Rukanda, and Fitri (2023) said that the partnership between families and kindergarten is an important foundation for establishing educational conditions for the integral development of the child. Its collaborative model allows for both family and school environments to provide constant and enriched learning opportunities for children, and is designed to cultivate essential skills, teamwork, and social responsibility. Through joint planning of educational activities and resource-sharing, these kinds of partnerships not only support the practical and social development of children but also promote more broadly their overall development (Matveieva, Klepar, & Nych, 2023; Zvezda, 2024). However, in Inner Mongolia, traditional cultural elements such as grassland environmental protection and traditional crafts in collaborative activities and national cultural heritage in labor education can not only encourage parents to participate but also promote cultural continuity.

5.3. Content Diversity and Resource Support as Foundational Guarantees

Content diversity and resource support are foundational guarantees for the effectiveness of kindergarten labor education implementation. This aligns with the economic perspective in education, advocating for a rational allocation of resources to enhance educational quality (Gigliotti & Sorensen, 2018). The dynamic and multidimensional course content necessary for labor education not only cultivates practice but also fosters legal awareness, socio-political skills, and creative competence (Hlatshwayo, 2020).

However, many challenges remain in practice, including inadequate teacher training, insufficient funding, and lacking infrastructure (Rao, 2024; Zuo & Xu, 2024). All these challenges serve as impediments to the promotion of skill-based education within the ecosystem. In the context of economic analysis of education, reasonable allocation of assets and diversified curriculum planning will not only improve the output efficiency of labor education but also maximize the economic and social benefits of labor education.

Moreover, this study disclosed the significant discrepancy in resource support between urban and rural kindergartens, highlighting the necessity of more balanced resource distribution. While enriching the connotation of labor education, integrating elements of traditional culture, such as Mongolian felt-making and dairy processing, into curriculum design can also give labor education more attraction and practical value, and effectively promote the preservation and development of traditional culture.

5.4. Novelty and Contributions of Findings

This study addresses a gap in the literature by specifically focusing on the implementation effectiveness of labor education in kindergartens in minority areas. It emphasizes the multifaceted roles of teachers, parents, content, and resources, providing empirical support for the field. Additionally, this study offers practical strategies for improving the quality of labor education in diverse cultural settings.

6. CONCLUSIONS

6.1. Conclusion

Through empirical research in 10 kindergartens in Inner Mongolia, this study identified four key factors influencing the effectiveness of kindergarten labor education implementation. While teacher participation is the core driver, highlighting the necessity of actively engaging educators in designing and executing labor education programs, parental support also assumes a vital role since a positive correlation between parental involvement and implementation effectiveness is evident. This emphasizes the need for strong home-kindergarten collaboration. Additionally, content diversity and resource availability are essential foundations, ensuring that labor education experiences are rich, engaging, and relevant for young children. These factors collectively shape the success of labor education in kindergartens, providing insights for future program development and policy improvements.

6.2. Limitations

Despite its contributions, this study has certain limitations. Geographically, it is limited to Inner Mongolia, and the findings may not be generalizable to labor education implementation in other contexts with less distinct socio-cultural dynamics. Additionally, this study focused on four factors of interest and did not explore other potentially important variables, such as policy support or community involvement, which may also significantly influence labor education implementation. Further research should broaden its analytical scope to include these additional dimensions.

6.3. Implications

This study's findings have important practical implications for the effectiveness of labor education in kindergartens. A potential optimization approach involves enhancing teacher professional development policies through culturally-centered training programs that consider local conditions, enabling teachers to acquire the necessary expertise, particularly cultural literacy, for effective labor education. Training programs should incorporate culturally relevant pedagogies, such as Mongolian traditional crafts and practices, to increase engagement and improve educational outcomes (Liu, 2020). We can use qualitative data related to the comparison of expected educational results and identifiable low-cost interventions or strategies to foster home-kindergarten cooperation, such as workshops for traditional crafts and community service projects. The resource gap between urban and rural areas can be reduced by establishing sharing networks for teaching materials, tools, and best practices among kindergartens. Mobile support units should provide the necessary equipment, teacher training, and educational resources to help remote kindergartens access the same quality resources as urban ones. Governments and institutions should also ensure the fair distribution of funds, infrastructure, and training to improve labor education for all children. Additionally, working with local cultural practices, such as dairy processing and traditional crafts, will make labor training in schools more engaging and motivating for children under the age of 5, linking labor with the community's culture.

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