

Effect of Kindergarten Principal Leaderships on The Success of Private Kindergarten in Mianyang, China

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Abstract

This article aimed to study the influence of factors on leadership in private kindergarten in Mianyang, China. The research adopted the quantitative approach to investigate 400 kindergarten principals. The research employed One-way ANOVA and linear regression to test variables and to test hypothesis. The instrument for collecting data was a questionnaire. This research was to study the factors or elements of demographic file influence the principal leadership in private kindergarten in Mianyang; To investigate the influencing factors effect on the principal leadership of private kindergarten. This study was a quantitative research by using survey questionnaire to collect data. The main tools of analysis were frequency distribution and linear regression analysis to test variables and to test hypothesis. From the analysis results, the variables of human leadership, structural leadership, education leadership, value leadership have significant effect on successful leadership. It was concluded the leadership level of the principal in the four dimensions from high to low is: human leadership, structural leadership, education leadership, value leadership. It also recommended among others that both the principal and employees should positively carry out management to achieve the mutual development.

Keywords: Leadership; Private kindergarten; Principal

Introduction

Since the 20th century, the research results in many fields have made people have a deeper understanding of the value of preschool education. On the one hand, preschool education has great significance to the individual development of children (Jame J. Hackman 2002). Multidisciplinary studies in brain science, psychology, and sociology have shown that preschool is the sensitive and laid-back stage of physiological, cognitive, linguistic, emotional, and social development in a person's life. The education obtained in the preschool period not only affects the development of young children at this stage, but also affects their future learning and development. Therefore, preschool education has a unique and far-reaching impact on the growth of children. On the other hand, preschool education is the most educational stage in which the state and society benefit the most from investment. Professor James Heckman pointed out "Directing human capital investment directly into young children is the most effective use of social public funds" In addition, from the perspective of educational equity, preschool education has great significance in promoting equality of educational opportunities and providing an equal starting point for the development of children's lives (Bell L. & Stevenson H, 2006). Based on the important value of preschool education, many countries in the world

are actively pursuing preschool education development, increasing financial investment in preschool education, and ensuring that the country's preschool education can obtain the greatest social benefits.

Based on the “Four–Frame Leadership Theory” and Sergiovanni’s “Five Leadership Models”, Zheng Yanxiang (2005) proposed that school leaders should be composed of five dimensions. the dimensions of leadership include value leadership, human leadership, educational leadership, and structural leadership (Liu Linfang, 2016).

The improvement of the leadership of the principal is an important factor in promoting the preschool education development and improving the quality of preschool education. At the same time, the development of preschool education has put forward new requirements for principals' leadership and qualities. Leadership is a kind of power where that one person be able to influence or the values, beliefs, behavior and attitudes of another person (Ganta & Manukonda, 2017). Scholars focused on the effective leadership is important and does effect on organizational outcomes, Others study examine opportunities for and characteristics of effective leadership for whole university. Today, an effective kindergarten principal must be a leader in every aspect of the kindergarten environment. Halawah (2005) suggested that “kindergarten climate is positively associated with principal's communication effectiveness”. Emmanuel, S., & Valley, C. A. (2021) would categorize this behavior as a Shared Vision, which is one of the five categories identified in the LPI.

The role of the classroom teacher has drastically changed as well. Effective teaching has always been gauged by student achievement; however, with no method to measure improvement, many teachers allowed themselves to become less focused on students' best interest. Subsequently, ineffective teachers began demonstrating unfavorable traits such as being “uninformed in subject, disorganized, aloofness, and insensitivity to student needs”. (Emmanuel, S., & Valley, C. A., 2021) But there is lack of the study of effective kindergarten leadership. In this case, the article will discuss what factors of demographic influence principle leadership of private kindergarten

Research Objectives

The objectives of this research were to study factors or elements of demographic file influence the principal leadership and to investigate other influencing factors affect the principal leadership of private kindergarten in Mianyang.

1 To study the factors or elements of demographic file influence the principal leadership in private kindergarten in Mianyang.

2 To investigate the influencing factors effect on the principal leadership of private kindergarten.

Hypothesis of Research

H1: There is a significant difference in principal leadership of kindergarten with different demographic factors.

H2: There is a significant relationship between influencing factors and principal leadership of kindergarten.

Research Conceptual Framework

The study of leadership is one of the most often researched management topics (Ergeneli, Gohar, & Temirbekova, 2007). The study of leadership theory and effectiveness has evolved from the field of management to the field of education. (Sultan Aalateeg, 2018)

The conceptual framework of this study is formed after sorting out various types of literature, journals, articles, and dissertations. In 1984, Sergiovanni proposed “Five Leadership Models”, which have been long-term evidence and widely accepted by the academic community (Hui-TzuWu, 2017). Zheng Yanxiang (2005) concluded that “the principal’s structure, humanity, politics, culture and education, leadership and school organizational effectiveness, principal-teacher relationship, organizational culture intensity, degree of power class and teacher participation, etc. Liu Linfang’s (2016) model of leadership is better for the research. (Figure1.)

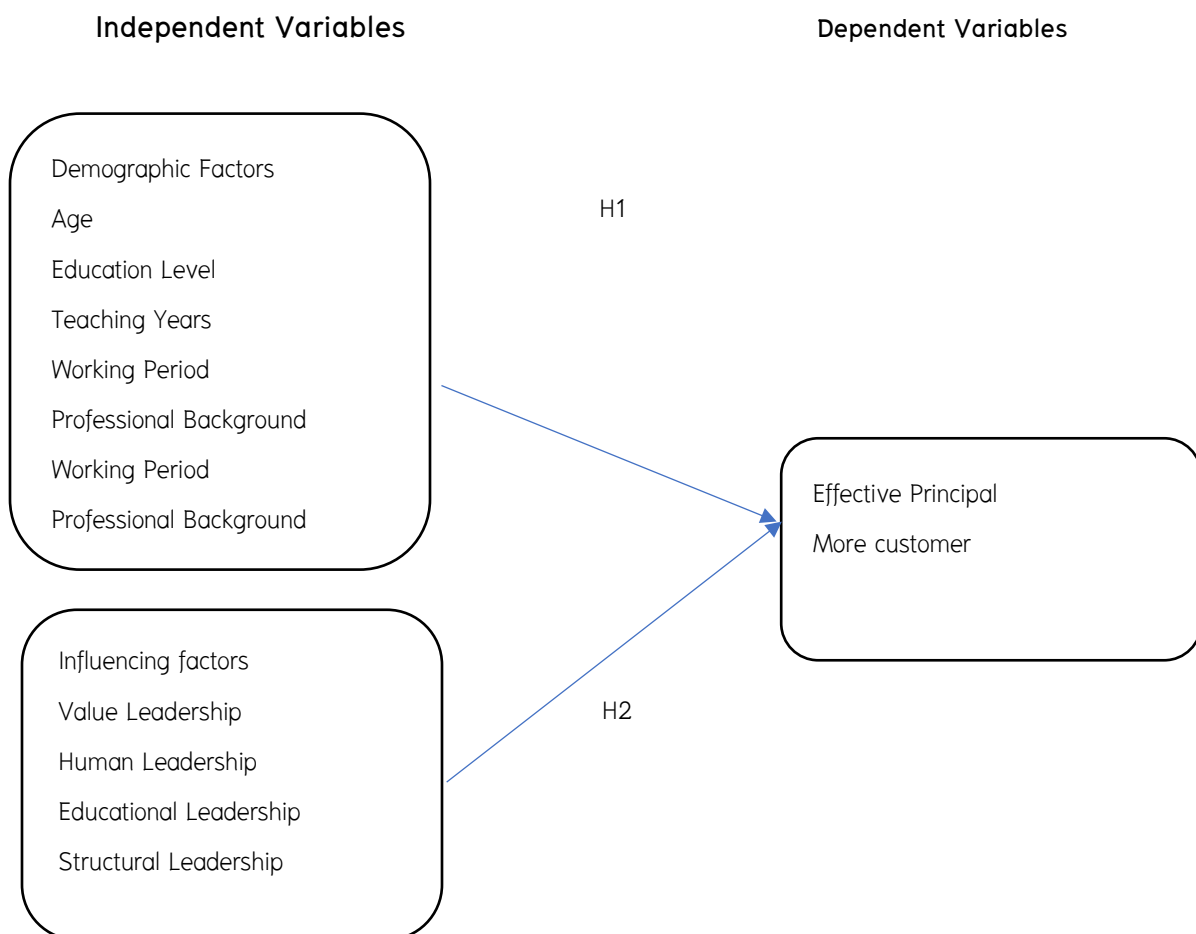


Figure1. Research Conceptual Framework

Research Methodology

This research adopted a quantitative research method to study the factors, which influence the principal leadership of kindergarten consisting of five sections: research design, population, sample and sampling, questionnaire design, data collection, and data analysis. This present research used the designed instruments with modifications based on the two aspects of five-factor personality and influencing factors affect. The study objectives were to analyze the factors of age, education level, teaching years, working period, professional background and influencing factors that affect the principal leadership of kindergarten about value leadership, human leadership, educational leadership, and structural leadership.

400 principals in Mianyang participated in the study. All samples were administered to respond to a self-complete constructed survey questionnaire. The author applied purposive sampling to collect the data from the samples. All kindergarten principals were agreeable to voluntarily participate in response to self-complete questionnaire.

The research outcomes provide the general information regarding the improvement of principal leadership of kindergarten.

Research Results

In this part, the research will test hypothesis. There are two hypothesizes in this study. Secondly, the author analyzed the relationship between influencing factors and principal's leadership of kindergarten by using One-way ANOVA, T-Test and Linear Regression analysis. The hypothesis which was tested in this part includes the following: This research analyzed the significant difference on the principal leadership resulted by demographic profile including age, teaching years, working period, education level, professional background by using Linear Regression analysis. The hypothesis, which were tested in this part, includes the following:

Table1. Relationship between Predictors of Demographic Factors and Principal's Leadership Kindergarten

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.732	8	1.092	.517	.03*
	Residual	522.210	391	1.336		
	Total	530.942	399			

a. Dependent Variable: Principal Leadership of kindergarten
b. Predictors: (Constant), Age, Teaching years, Education level, Working period, Professional background

*Sig < 0.05, **sig <0.01, ***sig = .000

Table2. Coefficients between Predictors of Demographic Factors and Principal's Leadership Kindergarten

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3.152	.739		4.264	.000
	Age	.084	.078	.100	1.076	.013
	Teaching years	.232	.160	.103	1.450	.052
	Education level	-.092	.076	-.137	-1.208	.023
	Working period	.018	.203	.005	.088	.043
	Professional background	.026	.084	.022	.304	.001

a. Dependent Variable: Principal Leadership of kindergarten

From Table 2 revealed that there is a significant relationship between demographic factors and principal leadership of kindergarten at significant sig.=0.03*(F=0.517). The results therefore accepted the H1: There is a significant difference resulted by demographic factors on principal's leadership of kindergarten.

Table 3. Relationship between value leadership and kindergarten principal leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.732	8	1.092	.637	.344
	Residual	522.210	391	1.336		
	Total	530.942	399			

a. Dependent Variable: Principal Leadership of kindergarten

b. Predictors: (Constant):

1. Value Leadership 1
2. Value Leadership 2
3. Value Leadership 3
4. Value Leadership 4
5. Value Leadership 5
6. Value Leadership 6

*Sig < 0.05, **sig <0.01, ***sig = .000

Table 4. Coefficients between value leadership and kindergarten principal leadership
Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	-.888	.454		1.954	.071
Value Leadership 1	.232	.087	.183	2.671	.093
Value Leadership 2	.239	.086	.196	.766	.085
Value Leadership 3	.696	.073	.673	.496	.062
Value Leadership 4	.232	.087	.183	.671	.091
Value Leadership 5	.239	.086	.196	.766	.075
Value Leadership 6	.212	.077	.184	.631	.090

a. Dependent Variable: Y

*Sig < 0.05, **sig <0.01, ***sig = .000

From Table 4 revealed that there is a no significant relationship between value leadership and principal leadership of kindergarten at significant sig.=0.344 (F=0.637). The results therefore rejected the H2a: There is a significant relationship between value leadership and principal leadership of kindergarten.

Table 5. Relationship between human leadership and job satisfaction of kindergarten

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.732	8	1.092	.675	.0044**
	Residual	522.210	391	1.336		
	Total	530.942	399			

a. Dependent Variable: Y

b. Predictors: (Constant):

7 Human Leadership 1

8 Human Leadership 2

9 Human Leadership 3

10 Human Leadership 4

11 Human Leadership 5

12 Human Leadership 6

*Sig < 0.05, **sig <0.01, ***sig = .000

Table 6. Coefficients between human leadership and job satisfaction of kindergarten
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.888	.454		-1.954	.043
Human Leadership 1	.232	.087	.183	2.671	.007
Human Leadership 2	.239	.086	.196	2.766	.008
Human Leadership 3	.696	.073	.673	9.496	.001
Human Leadership 4	.232	.087	.183	2.671	.007
Human Leadership 5	.239	.086	.196	2.766	.008
Human Leadership 6	.218	.074	.212	2.131	0.015

a. Dependent Variable: Y

*Sig < 0.05, **sig <0.01, ***sig = .000

From Table 6 revealed that there is a significant relationship between human leadership and principal leadership of kindergarten at significant sig.=0.044** (F=0.675). The results therefore

accepted the H2b: There is a significant relationship between human leadership and principal leadership of kindergarten.

Table7.Relationship between educational leadership and job satisfaction of kindergarten

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.732	8	1.092	.665	.007**
	Residual	522.210	391	1.336		
	Total	530.942	399			
a. Dependent Variable: Y						
b. Predictors: (Constant):						
13 Educational Leadership 1						
14 Educational Leadership2						
15 Educational Leadership 3						
16 Educational Leadership 4						
17 Educational Leadership 5						
18 Educational Leadership 6						

*Sig < 0.05, **sig <0.01, ***sig = .000

Table8. Coefficients between educational leadership and job satisfaction of kindergarten

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.888	.354		-1.954	.034
Educational Leadership 1	.232	.057	.163	2.571	.004
Educational Leadership2	.139	.066	.296	2.466	.0107
Educational Leadership 3	.316	.063	.473	3.496	.000
Educational Leadership 4	.232	.087	.183	2.671	.019
Educational Leadership 5	.236	.076	.196	3.766	.007
Educational Leadership 6	.132	.032	.235	2.431	.013
a. Dependent Variable: Y					

*Sig < 0.05, **sig <0.01, ***sig = .000

From Table 8 revealed that there is a significant relationship between educational leadership and principal leadership of kindergarten at significant sig.=0.007**(F=0.665). The results therefore accepted the H2c: There is a significant relationship between educational leadership and principal leadership of kindergarten.

Table9.Relationship between structural leadership and job satisfaction of kindergarten

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.732	8	1.092	.241	.006**
	Residual	522.210	391	1.336		
	Total	530.942	399			

a. Dependent Variable: Y

b. Predictors: (Constant):

19 Structural Leadership 1

20 Structural Leadership 2

21 Structural Leadership 3

22 Structural Leadership 4

23 Structural Leadership 5

24. Structural Leadership 6

*Sig < 0.05, **sig <0.01, ***sig = .000

Table 10. Coefficients between structural leadership and job satisfaction of kindergarten

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.888	.454		-1.954	.054
Structural Leadership 1	.232	.087	.183	2.671	.009
Structural Leadership 2	.239	.086	.196	2.766	.007
Structural Leadership 3	.696	.073	.673	9.496	.000
Structural Leadership 4	.232	.087	.183	2.671	.009
Structural Leadership 5	.239	.086	.196	2.766	.007
Structural Leadership 6	.165	0.64	.143	5.232	0.04

a. Dependent Variable: Y

*Sig < 0.05, **sig <0.01, ***sig = .000

From Table 10 revealed that there is a significant relationship between structural leadership and principal leadership of kindergarten at significant $\text{sig.}=0.006^{**}$ ($F=0.241$). The results therefore accepted the H2d: There is a significant relationship between structural leadership and principal leadership of kindergarten.

Descriptive Analysis Results. Since this present research was trying to investigate the differences resulted by demographic profile on influencing factors (value leadership, human leadership, educational leadership, and structural leadership), in order to work out the strategies to promote the improvement of principal' leadership of kindergarten in Mianyang, the research employed several groups of factors which from the literature reviews stated that have relationships to each other. From the conceptual framework, the author linked together those factors in 3 boxes and tried to evaluate their influence using descriptive statistics including mean and standard deviation (S.D.) to see how important they are when compare to other factors. The criteria for judging the level of importance are as the follow table:

Table 11. Hypothesis Test Results

Hypothesis	Results
H1: There is a significant difference in principal leadership of kindergarten with different demographic factors	Accepted
H2: There is a significant relationship between influencing factors and principal leadership of kindergarten.	Accepted
H2a: There is a significant relationship between value leadership and principal leadership of kindergarten.	Rejected
H2b: There is a significant relationship between human leadership and principal leadership of kindergarten.	Accepted
H2c: There is a significant relationship between educational leadership and principal leadership of kindergarten.	Accepted
H2d: There is a significant relationship between structural leadership and principal leadership of kindergarten.	Accepted

Discussion

According to the analysis, it can be summarized that the kindergarten and the principal have made efforts and done a lot of work to improve the change of the kindergarten and the analysis results of the current general situation and the analysis on the difference resulted by demographic profile. However, there are some problems existing in the development of kindergarten, which needed to be solved in order to improve the leadership of principal of private kindergarten.

From differences analysis, the results revealed that the age, teaching years on the leadership of principal had not brought the significant difference on the principal's leadership while the working period (sig.=0.43*) of kindergarten principal brought a significant difference on the principal's leadership. The educational level (sig.=0.23*) has a significant difference on the principal's leadership. There is a significant difference between preschool education and non-preschool education of professional background (sig.=0.01**). The principals with preschool education were higher than the ones with non-preschool education.

Finally, the results from hypothesis tests revealed there were significant differences resulted by demographic profile of working period, educational level professional background on principal leadership. There is a significant difference result by human leadership, educational leadership, structural leadership on principal leadership

While the results didn't reveal significant relationship between value leadership and principal's leadership.

Research Suggestion

1. Suggestion for use

In the scope of educational leadership theory, the issue of leadership is more concentrated in the primary and secondary school principals, and the research on the leadership of the preschool education stage is relatively lacking. However, compared with the principals of primary and secondary schools, principal of the kindergarten has significant differences in terms of role position and organizational structure. On the other hand, most of the current research is focused on preschool teachers, and the kindergarten principals systematically study few research results. In theoretical research, there is a lack of attention to the group of kindergarten principal, indicating that the influence of the principal leadership on the quality of preschool education has not received sufficient attention. Therefore, it is necessary to research on the leadership of the kindergarten principal and form a unique leadership in preschool education. At the same time, the issue of principal leadership with targeted exploration has great significance for improving the preschool education in the theory of education leadership and strengthening the theoretical guidance for the leadership.

2. Suggestion for Future Research

First, in the questionnaire survey, among the 400 directors participating in the survey, there are only 7 male directors. Because the sample ratio is too small, in order to avoid affecting the accuracy of the research conclusions, this study does not have gender factors and leadership.

Second, during the survey, the survey of the principal's leadership did not use a 360 Feedback Method. The questionnaire is mainly distributed to the principal of the kindergarten. Taking the approach of the principal to conduct self-evaluation of leadership may result in certain errors due to subjective judgment. The lack of his evaluation in the study mainly refers to the evaluation of the leadership of the kindergarten teachers and parents, which can be used as one of the in-depth researches of the researchers in the future.

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