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## ABSTRACT

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The dissertation substantiates theoretical-methodical and scientific-practical provisions regarding personnel management of educational institutions.

The global sustainable development goals put forward higher requirements for the quality of education. Whether high-quality education could be provided mainly rests with the personnel management of educational institutions, that is the managerial competence of the managers and the quality of the staff. Therefore, it is necessary to improve personnel management competence and innovate management methods in educational institutions to achieve overall quality improvement. Due to the typicality and representativeness of preschool education in various educational stages, this study mainly focuses on the theoretical research and practical application of personnel management in preschool educational institutions to divine the whole from a part.

The theoretical determinants of personnel management in educational institutions are analyzed based on the review of the connotation of personnel management in educational institutions and related theories in China. It is proposed that the key point of personnel management in educational institutions lies in the managerial competence of personnel managers and the methods and techniques used in the process of management. It is concluded that principals have three roles by comparing the professional standards of principals in China, the United States, New Zealand, and Canada, which include educators, leaders, and managers. The dimensions of the managerial competence of the principals are determined according to the professional standards for principals in China, mainly including planning institution development, guiding teacher growth, optimizing internal

management, and adapting external environment, providing the foundation for the empirical study.

A comparative analysis of the educational personnel management practices and progressive experiences is conducted in Europe, America, and Asia, including teacher management and principal team construction in the United Kingdom, the “four high” advantages of preschool teachers in Finland, and the training and management of outstanding male teachers in Norway. Moreover, the experiences of the United States and Canada in the Americas and Malaysia in Asia are mainly summarized, which makes the existing theoretical research more systematic.

The application of personnel management methods in practice in educational institutions is improved through the systematic review of the evolution of the methods and policies of personnel management in Chinese educational institutions. It is refined that the content of personnel management in educational institutions mainly includes selection and recruitment, training and promotion, and evaluation and remuneration. The personnel management methods used in the process of personnel management of educational institutions are summarized, which mainly include organizational methods, economic methods, and social psychological methods. It has been determined that a mixture of different management approaches is commonly used for achieving organizational goals more effectively.

The methodical approaches to assess the personnel management of educational institutions are explored. Based on a review of previous assessment methods, three basic principles of developing the assessment system are proposed, including the principle of combination of self-assessment and other-assessment, the principle of combination of the overall evaluation and sub-dimensional evaluation, and the principle of combination of quantitative and qualitative evaluation. A hierarchical structure model of the assessment system of personnel management is established by adopting the method of the Analytic Hierarchy Process, which includes the target layer, criterion layer, and index layer. The percentage weight summation method is used to calculate the final score and the

score for a single dimension of the personnel management performance of educational institutions.

A questionnaire on the current situation of personnel management in educational institutions is compiled, based on which an empirical study on the current state and dynamics of personnel management of educational institutions in China is carried out. A total of 420 questionnaires were distributed to 25 kindergartens in 5 cities of Henan Province in China, among which 362 questionnaires are valid. The SPSS 22.0 were used to record and analyze the data collected, mainly using the methods of descriptive statistical analysis, frequency statistical analysis, one-way ANOVA, and correlation analysis. It is determined that both the scores of the principal evaluation and the faculty evaluation are higher than the general level on all dimensions. The scores of faculty evaluation are higher than that of principal evaluation, indicating that the principals are generally accepted as qualified managers. Besides, both the principal and faculty members scored the lowest on the dimension of optimizing internal management (D3), which indicates where the educational institutions need to improve the most. Specifically, the mean value of each dimension of managerial competence in principal evaluation from high to low is guiding teacher growth (D2), planning institution development (D1), adapting external environment (D4), and optimizing internal management (D3). In each dimension of managerial competence in faculty evaluation, the mean value from high to low is planning institution development (D1), adapting external environment (D4), guiding teacher growth (D2), and optimizing internal management (D3).

Three principals of educational institutions are selected for semi-structured interviews through purposive sampling to deeply diagnose the personnel management system of educational institutions in China. The difference analysis results of demographic variables on the managerial competence of principals show that the ages of principals have very significant differences in guiding teacher growth (D2), The teaching experience has significant differences in planning institution development (D1) and guiding teacher growth (D2). The current highest

degree showed significant differences in guiding teacher growth (D2). There are significant differences between the major of the current degree and the planning institution development (D1), guiding teacher growth (D2), adjusting external environment (D4), and the overall level (D). Finally, different regions have significant differences in planning institution development (D1) and guiding teacher growth (D2). The analysis results of an in-depth interview with the principal show that personal experience, including front-line teaching experience, administrative work experience, and professional background has a positive impact on principals' managerial competence. Among them, the teaching experience and professional background of principals contribute to implementing personnel management under the guidance of scientific educational values and establishing professional authority, to better influence and guide the staff in the work. Further, administrative experience and management experience are conducive to helping principals adapt quickly to the management model and operation mechanism of educational institutions, and be better competent for personnel management work.

The influencing factors of personnel management in educational institutions are analyzed systematically. It is determined that the personality qualities of principals are one of the dominant factors affecting the personnel management of educational institutions. The good personality qualities of the principals could contribute to managerial competence, which mainly involved personality traits and moral qualities. The personality traits of excellent principals are highlighted through the frequency analysis of the interview text, which mainly includes cheerfulness, patience, affability, enthusiasm, persistence, and aggressiveness, while moral qualities of excellent principals mainly include the aspects of responsibility, fairness and impartiality, integrity, respect, and tolerance.

Besides, the other factors that affect personnel management are generalized based on the analysis of results of the questionnaire survey and interview, which include the low motivation and high job mobility of teachers, the obstacles of superior administrative intervention, and limitations of the principal's professional knowledge and competence. Specifically, the heavy workload and low scientific

research quality are the significant factors restricting the professional development of teachers. Also, the administrative intervention from superior departments is too much to play the autonomy of the educational institutions. Additionally, the professional knowledge and competence of principals are insufficient and need to be further improved, which leads to unscientific methods used in teacher performance evaluation and comprehensive evaluation, and then affects the construction of harmonious organizational culture. Besides, it is proposed that the organizational environment, personnel quality, material conditions, and other factors in the process of personnel management should also be considered.

The effectiveness of the development of managerial functions of heads of educational institutions is systematized, which mainly covers pre-service preparation and in-service training. By taking H University in China and M University in Malaysia as an example, the textual analysis method is used to compare the differences in the design of the training program in the pre-service preparation between the two universities. The orientation and emphasis of pre-service preparation are clarified through a comparative analysis of pre-service preparation for future managers. The difference between in-service training of the managerial function of the head of educational institutions and the training of ordinary teachers is analyzed. The strategies for implementing the in-service training are proposed, mainly including carrying out differentiated training, enriching training methods, strengthening the practicality, improving the training system, and tracking the training feedback and training effects.

The other two related dimensions of principal managerial competence in educational institutions are expanded and analyzed, that is leading childcare and education (D5) and creating organizational culture (D6). Among them, the former reflects the professional ability of the principals, while the latter reflects the cultural literacy of the principals. The results of correlation analysis showed that the two dimensions are significantly positively correlated with the total level of principal managerial competence in both the principal evaluation and the faculty evaluation, indicating that the professional ability of principals could support the

development of managerial competence, and the cultural literacy of principals could improve the managerial competence development. Besides, it is concluded that private educational institutions are facing many difficulties in the context of the Covid-19 epidemic through literature review and interviews, such as business stagnation, the rising turnover rate of teachers and students, and the general lack of emergency management mechanisms. It is proposed that the crisis managerial competence of principals is the guarantee of the operation and development of educational institutions under the background of epidemic normalization, and the construction of the prevention and control emergency management system of educational institutions should be continuously strengthened.

A scientific assessment system of personnel management of educational institutions has been improved. It is verified that this assessment system mainly includes four dimensions of the principal's managerial competence and the other two related dimensions. Based on the hierarchical structure model of the assessment system proposed above, it is determined that the final assessment system of personnel management in educational institutions includes the target layer, the criterion layer with 6 dimensions, and the index layer with 40 corresponding indicators (20 indicators for each of the principal evaluation and faculty evaluation). The final score of personnel management performance and the score for a single dimension of principal managerial competence gained based on the formulas would determine the total level and the single dimension level of principal's personnel management performance in educational institutions, such as unqualified principals, qualified principals, and excellent principals. Different from existing methods, it establishes the information feedback channel of the effect of personnel management to improve the effectiveness of personnel management and promote the realization of educational goals.

The model of the personnel management strategy of heads of primary institutions was developed. With the dimensions as the core of this model, it is systematized that there are mainly other 11 influencing factors of the managerial functions of the heads, including personality, professional knowledge, major,

educational background, teaching experience, administrative work experience, teaching age, age, learning competence, innovation competence, and reflective competence. It is highlighted these factors correspond to three stages in the formation of managerial competence, diagnostics and project-oriented, content and process-oriented, and assessment and correction-oriented. The first two stages contribute to helping principals grow into qualified principals. The competence formed in these two stages is the ontological competence of principals. The competence of the third stage is mainly related to ductility, which is also necessary for qualified principals to grow into excellent principals. This model is more operational other than the existing methods. In the process of the formation of managerial competence, it is clarified that pre-service preparation and in-service training play a basic role, professional ability has the supporting function, cultural literacy has the promoting function, and crisis managerial competence plays the guarantee function.

Finally, the noteworthy concerns that the heads of educational institutions need to focus on in developing the managerial competence from qualified to excellent are put forwards based on the model of personnel management strategy described above. Also, the optimization strategies for improving the personnel managerial functions in educational institutions were proposed, including creating a shared vision and culture, providing professional leadership and research assistance, establishing the management system and work team, realizing role change, and internal and external integration.

*Keywords:* management, human resource management, Chinese higher education, regional cooperation platform, college teachers, causal analysis, professional skills, professional development, change management, labor potential, China.



## LIST OF APPLICANT'S PUBLICATIONS

*Scientific works reflecting the main scientific results of the dissertation:*

1. **Xia, Y.**, Qu, D., Stoyanets, N., & Zhao, H. (2022). Policy evolution of personnel management in Chinese educational institutions: A comprehensive policy circle analysis. *Problems and Perspectives in Management*, 20(4), P. 544-559. [https://doi.org/10.21511/ppm.20\(4\).2022.41](https://doi.org/10.21511/ppm.20(4).2022.41) **Scopus** (*the author conducted the conceptualization, data curation, formal analysis, and investigation, designed the methodology, and prepared the original draft*).
2. Qu, D., Shevchenko T., **Xia Y.**, & Yan, X. (2022). Education and instruction for circular economy: A review on drivers and barriers in circular economy implementation in China. *International Journal of Instruction*, 15(3), P.1-22. <https://doi.org/10.29333/iji.2022.1531a> **Scopus** (*author conducted the data collection and collation, designed the methodology, and participated in original draft preparation*).
3. **Xia, Y.** (2022). Personnel Management of Educational Institutions, Foreign Experience and Comparisons Between China and Malaysia. *International Scientific Journal "Internauka", Series: "Economic Sciences"*, 8, P. 1-18. <https://doi.org/10.25313/2520-2294-2022-8>
4. **Xia, Y.** (2022). Evolution and development of methodological approaches for personnel management in Chinese educational institutions. *Науковий вісник Одеського національного економічного університету*, 8 (297), P. 7-11. <https://doi.org/10.32680/2409-9260-2022-8-297-7-16>
5. Qu, D, Shevchenko T., Saidani M., **Xia, Y.**, & Ladyka, Y. (2021). Transition towards a circular economy: the role of university assets in the implementation of new model. *Detritus*, 17(4), P. 3-14. <https://doi.org/10.31025/2611-4135/2021.15141> **Scopus** (*author conducted the literature collation, designed the research framework, visualized the results, and participated in the original draft preparation*).
6. **Xia, Y.**, & Shen, J. (2021). Personal management techniques in preschool educational institutions based on organizational culture. *International scientific journal "Internauka", Series: "Economic Sciences"*, 9, P.1-19.

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7. Stoyanets, N., **Xia, Y.**, & Qu, D. (2021). Socially-oriented concept of personnel management in private institutions in the conditions of the Covid-19 pandemic. *Причорноморські економічні студії Випуск № 62*, С. 113-118. <https://doi.org/10.32843/bses.62-18> (author conducted literature collation, designed the research framework, and prepared the original draft).

8. Stoyanets, N., **Xia, Y.**, & Shen, J. (2020). Popularization of preschool education in the context or rural human resources development. *Науковий економічний журнал "Інтелект XXI"*, № 6, С. 97–116. <https://doi.org/10.32782/2415-8801/2020-6.2> (the author formulated the research goals and aims, conducted the data collation, and prepared the original draft).

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"*Management of The Xxi Century: Globalization Challenges*", April 23-24, Poltava, P. 23 -24.

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14. **Xia, Y.** (2020). Methodical problems of preparation of the head of preschool institution of education. *Proceedings of the V International Scientific-Practical Conference “Modern Management: Trends, Problems and Prospects for Development”*, April 23, 2020. Alfred Nobel University, Dnipro (online) P.18-21.

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16. Fu, Y., Mykhaylo, H., Zhang, W., **Xia, Y.**, & Niu, L. (2021). “Research on the Promotion of Discipline Development by the Innovation of Management System in Chinese Universities — Take artificial intelligence as an example,” *Proceedings of the 37th International Business Information Management Association (IBIMA)*, May 2021, Cordoba, Spain, p 8042-8050. ISBN: 978-0-9998551-6-4, 30-31 **Web of Science** (*the author developed the methodology, conducted the literature collation, and prepared the original draft*).

*Publications which additionally reflect the scientific results of the dissertation:*

17. **Xia, Y.**, & Stoyanets, N. (2020). Motivation mechanism in kindergarten management in China. [Monograph]. *Sustainable development of rural areas: institutional support and challenges of reform*, P.75-82. <https://doi.org/10.31435/rsglobal/003> (*the author conducted the literature collation, designed the research framework, and prepared the original draft*).

## АНОТАЦІЯ

Ся Юаньюань. Управління персоналом навчальних закладів в Китаї. Кваліфікаційна наукова робота на правах рукопису.

Дисертація на здобуття наукового ступеня доктор філософії зі спеціальністю 073 - Менеджмент. - Сумський національний аграрний університет, Суми, 2022.

У дисертації обґрунтовано теоретико-методичні та науково-практичні положення щодо управління персоналом навчальних закладів в Китаї.

Глобальні цілі сталого розвитку висувають підвищені вимоги до якості освіти та персоналу навчальних закладів. Чи можна буде забезпечити якісну освіту, головним чином залежить від управління персоналом навчальних закладів, тобто від управлінської компетентності керівників і якості підготовки персоналу. Тому необхідно підвищувати компетентність управління персоналом та впроваджувати інноваційні методи управління в навчальних закладах для досягнення загального підвищення якості освіти. Зважаючи на типовість і репрезентативність дошкільної освіти на різних освітніх етапах, дане дослідження зосереджено переважно на теоретичному дослідженні та практичному застосуванні менеджменту персоналу в навчальних закладах для визначення цілого від частини.

У теоретичній частині дисертаційної роботи систематизовано теоретичні основи, поглиблено поняття та сформовано методологічний підхід оцінювання управління персоналом навчальних закладів в Китаї. Теоретичні детермінанти управління персоналом у навчальних закладах аналізуються на основі огляду конотації управління персоналом у навчальних закладах та пов'язаних теорій управління у Китаї. Було виявлено, що ключовим моментом управління персоналом у навчальних закладах є управлінська компетентність менеджерів з персоналу та методи і прийоми, які використовуються в процесі управління.

Досліджуючи зарубіжний досвід та порівнюючи професійні стандарти керівників у Китаї, Сполучених Штатах, Новій Зеландії та Канаді, які включають педагогів, лідерів та менеджерів, визначено, що якість

управлінської компетенції директорів визначаються відповідно до існуючих професійних стандартів керівників у Китаї, головним чином включаючи планування розвитку закладу, скерування професійного зростання вчителя, оптимізацію внутрішнього управління та адаптацію зовнішнього середовища, що забезпечило основу для емпіричного дослідження. Здійснено порівняльний аналіз у Європі, Америці та Азії, практик управління освітнім персоналом і сучасного прогресивного досвіду, через управління вчителями та побудови директорської команди у Великій Британії, переваги «четвірки» вихователів дошкільних закладів у Фінляндії, а також навчання та управління видатних учителів-чоловіків у Норвегії. Крім того, узагальнено досвід Сполучених Штатів, Канади та Малайзії, що робить існуючі теоретичні дослідження більш систематичними.

В роботі здійснюється систематичний огляд еволюції методів та політики управління персоналом шляхом застосування цих методів у китайських навчальних закладах. Уточнено, що управління та підбір персоналу у навчальних закладах в основному входять добір і набір, навчання і просування по службі, оцінка й винагорода. Узагальнено методи управління персоналом, які застосовуються в процесі управління навчальними закладами, до яких в основному відносяться організаційні, економічні та соціально-психологічні методи. Визначено, що суміщення різних підходів до управління, зазвичай, використовується для більш ефективного досягнення організаційних цілей.

Досліджено методичні підходи щодо оцінки управління персоналом навчальних закладів. На основі огляду попередніх методів оцінювання запропоновано три основні принципи розробки системи оцінювання, включаючи принцип поєднання самооцінки, принцип поєднання загальної оцінки та субаспективної оцінки та принцип поєднання кількісної та якісної оцінки. Модель ієрархічної структури системи оцінювання управління персоналом встановлюється шляхом прийняття методу аналітичного ієрархічного процесу, який включає цільовий рівень, рівень критеріїв та рівень індексу. Для розрахунку підсумкової оцінки та оцінки за окремим

виміром ефективності управління персоналом навчальних закладів використовується метод сумування відсоткової ваги.

Автором проведено емпіричне дослідження через анкетування щодо поточної ситуації з управління персоналом в навчальних закладах, на основі дослідження поточного стану та динаміки управління персоналом навчальних закладів Китаю. Загалом у 25 навчальних закладах в 5 містах провінції Хенань в Китаї було розіслано 420 анкет, серед яких 362 анкети були дійсними. Програмне забезпечення SPSS 22.0 дозволило здійснити аналіз та обробку зібраних даних з використанням методів описового, частотного статистичного аналізу, одностороннього дисперсійного аналізу та кореляційного аналізу. Визначено, що бали основної та факультетської оцінки вищі за загальний рівень за всіма параметрами. Оцінки викладачів вищі, ніж оцінки директорів, що вказує на те, що директорів загалом вважають кваліфікованими менеджерами. Крім того, як директор, так і викладачі отримали найнижчі бали за параметром оптимізації внутрішнього управління (D3), який вказує на те, де навчальні заклади потребують найбільшого вдосконалення. Зокрема, середні значення кожного виміру управлінської компетенції в оцінці директора від високого до низького скеровує зростання вчителя (D2), планує розвиток установи (D1), адаптує зовнішнє середовище (D4) та оптимізує внутрішнє управління (D3). У кожному вимірі управлінської компетентності в оцінці викладачів середні значення від високого до низького – це планування розвитку закладу (D1), адаптація зовнішнього середовища (D4), скерування зростання вчителя (D2), оптимізація внутрішнього управління (D3).

Під час проведення напівструктурованого інтерв'ю шляхом цілеспрямованої вибірки було відібрано трьох директорів навчальних закладів для глибокої діагностики системи управління персоналом навчальних закладів Китаю. Результати аналізу відмінностей демографічних змінних щодо управлінської компетентності директорів показують, що вік директорів має дуже суттєві відмінності в керівному зростанні вчителя (D2), педагогічний досвід має значні відмінності в плануванні розвитку закладу (D1) і керуванні зростанням вчителя (D2). Поточний найвищий ступінь

показав значні відмінності в керівному зростанні вчителя (D2). Існують значні відмінності між спеціалізацією поточного ступеня та плануванням розвитку закладу (D1), керівництвом ростом викладача (D2), коригуванням зовнішнього середовища (D4) та загальним рівнем (D). Нарешті, різні регіони мають значні відмінності в плануванні розвитку закладів (D1) і керуванні зростанням викладачів (D2). Аналіз результатів глибокого інтерв'ю з директором показує, що особистий досвід, у тому числі досвід педагогічної роботи, досвід адміністративної роботи та професійна підготовка, позитивно впливає на управлінську компетентність директорів. Серед них досвід викладання та професійна підготовка директорів сприяють здійсненню управління персоналом під керівництвом наукових освітніх цінностей і створенню професійного авторитету, щоб краще впливати та направляти персонал у роботі. Крім того, адміністративний та управлінський досвід сприяють тому, щоб директори швидко адаптувалися до моделі управління та механізму роботи навчальних закладів, а також були більш компетентними в роботі з управління персоналом.

Систематично проаналізовано фактори впливу на управління персоналом у навчальних закладах. Визначено, що особистісні якості директорів є одним із домінуючих факторів, що впливають на управління персоналом навчальних закладів. Хороші особистісні якості керівників могли б сприяти управлінській компетентності, яка в основному передбачала риси особистості та моральні якості. За допомогою частотного аналізу тексту інтерв'ю висвітлюються риси характеру еталонних директорів, які в основному включають життєрадісність, стійкість, привітність, ентузіазм, наполегливість та агресивність, тоді як моральні якості еталонних директорів в основному включають аспекти відповідальності, справедливості та неупередженості, чесність, повага та толерантність.

Крім того, на основі аналізу результатів анкетного опитування та інтерв'ю узагальнено інші чинники, що впливають на управління персоналом, серед яких низька мотивація та висока мобільність роботи вчителів, перешкоди вищого адміністративного втручання та обмеження професійних знань директора та компетентність. Зокрема, велике навантаження та низька

якість наукових досліджень є суттєвими факторами, що стримують професійний розвиток педагогів. Крім того, адміністративне втручання з боку вищих відомств є занадто сильним, щоб порушити автономію навчальних закладів. Крім того, професійні знання та компетентність директорів є недостатніми та потребують подальшого вдосконалення, що призводить до використання ненаукових методів оцінювання діяльності вчителів та комплексного оцінювання, що впливає на побудову гармонійної організаційної культури. Крім того, пропонується також враховувати організаційне середовище, якість персоналу, матеріальні умови та інші фактори в процесі управління персоналом.

Систематизовано ефективність розвитку управлінських функцій керівників навчальних закладів, що охоплює переважно додаткову підготовку та підвищення кваліфікації. На прикладі Університету Н у Китаї та Університету М у Малайзії використовується метод текстового аналізу для порівняння відмінностей навчальних програм у додатковій підготовці між двома університетами. Спрямованість та акценти додаткової підготовки з'ясовуються шляхом порівняльного аналізу додаткової підготовки майбутніх менеджерів. Проаналізовано різницю між підвищенням кваліфікації управлінської функції керівника закладу освіти та підготовкою рядового вчителя. Запропоновано стратегії впровадження навчання без відриву від виробництва, які в основному включають посилення практичності, розширення методів навчання, вдосконалення системи навчання, впровадження зворотного зв'язку з навчанням та відстеження ефектів навчання. Розширено та проаналізовано інші два пов'язані виміри основної управлінської компетенції в освітніх установах, тобто керівництво доглядом за дітьми та освітою (D5) та створення організаційної культури (D6). Серед них перший відображає професійні здібності директорів, а другий відображає культурну грамотність директорів. Результати кореляційного аналізу показали, що два виміри суттєво позитивно корелюють із загальним рівнем управлінської компетентності директора як в оцінці директора, так і в оцінці викладачів, що вказує на те, що професійні здібності директорів можуть підтримувати розвиток управлінської



компетентності, а також культурна грамотність керівників може покращити розвиток управлінської компетентності. Крім того, зроблено висновок, що приватні навчальні заклади стикаються з багатьма труднощами в контексті епідемії Covid-19 через огляд літератури та інтерв'ю, такі як стагнація бізнесу, зростання плинності викладачів і студентів і загальна відсутність механізму управління надзвичайними ситуаціями. Таким чином антикризова управлінська компетентність керівників є запорукою функціонування та розвитку закладів освіти на фоні нормалізації епідемії, а побудова системи запобігання та боротьби з надзвичайними ситуаціями закладів освіти має постійно посилюватися.

Здійснено удосконалення системи наукового оцінювання управління персоналом закладів освіти. Перевірено, що ця система оцінювання в основному включає чотири виміри управлінської компетентності директора та два інші пов'язані виміри. На основі запропонованої вище моделі ієрархічної структури системи оцінювання встановлено, що підсумкова система оцінювання управління персоналом закладів освіти включає 1 цільовий рівень, 6 вимірів у критеріальному шарі та 40 відповідних показників в індексному шарі (по 20 показників для кожного з основної оцінки та оцінки викладачів). Остаточна оцінка ефективності управління персоналом та оцінка за одним виміром управлінської компетентності директора, отримана на основі формул, визначатиме загальний рівень та рівень окремого виміру ефективності управління персоналом директора в навчальних закладах, таких як некваліфіковані директори, кваліфіковані директори, та зразкові директори. На відміну від існуючих методів, він встановлює інформаційний канал зворотного зв'язку впливу управління персоналом для підвищення ефективності управління персоналом і сприяння реалізації освітніх цілей.

Розроблено модель стратегії управління персоналом керівників ДНЗ, в основу моделі покладено систематизацію існуючих 11 факторів, що впливають на управлінські функції керівників, включаючи особистість, професійні знання, спеціальність, освіту, досвід викладання, досвід адміністративної роботи, педагогічний вік, загальний вік, навчальну

компетентність, інноваційну та рефлексивну компетентність. Виділено, що ці фактори відповідають трьом етапам формування управлінської компетентності: діагностично-проектному, змістово-процесному та оцінно-корекційному. Перші два етапи сприяють виростанню керівників дитячих садків у кваліфікованих директорів. Компетентність, сформована на цих двох етапах, є онтологічною компетентністю керівників. Компетентність третього етапу в основному пов'язана з пластичністю, яка також необхідна для того, щоб кваліфіковані директори дитячих садків вирости в відмінних керівників дитячих садків. Ця модель є більш оперативною, ніж існуючі методи. У процесі формування управлінської компетентності з'ясовано, що базову роль відіграє до дипломна підготовка та підвищення кваліфікації, підтримуючу – професійні здібності, стимулюючу – культурна грамотність, гарантуючу – антикризова управлінська компетентність.

На основі запропонованої моделі стратегії управління персоналом, висувуються важливі проблеми, на які керівники навчальних закладів повинні зосередити увагу при розвитку управлінської компетентності від кваліфікованої до відмінної. Також були запропонована стратегія оптимізації для вдосконалення функцій управління персоналом в навчальних закладах, включаючи створення спільного бачення та культури, забезпечення професійного лідерства та наукової допомоги, створення системи управління та робочої команди, реалізацію ролі зміни та внутрішньої та зовнішньої інтеграції. Отримані результати засвідчують практичну значущість та доцільність використання в управлінському процесі розроблених під час дослідження положень.

*Ключові слова:* менеджмент, управління персоналом, китайська вища освіта, регіональна платформа співпраці, викладачі коледжів, причинно-наслідковий аналіз, професійні навички, професійний розвиток, управління змінами, трудовий потенціал, Китай.

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## LIST OF SYMBOLS

ANCHOR	-	Addressing, Need, Children, Observation, Response
BLS	-	Bureau of Labor Statistics
CE	-	Circular Economy
CHRSC	-	Childcare Human Resources Sector Council
CPG	-	Central People’s Government of China
ECE	-	Early Childhood Education
FCT	-	Father & Child Trust
LRE	-	Lessors of Real Estate
MCI	-	Minister of Citizenship and Immigration of Canada
MER	-	Ministry of Education and Research
MoE	-	Ministry of Education
MoENZ	-	Ministry of Education of New Zealand
MoHRSS	-	Ministry of Human Resources and Social Security
MPS	-	Ministry of Public Security
MPU	-	Mata Pelajaran Pengajian Umum
NAEYC	-	National Association for the Education of Young Children
NCSL	-	National College for School Leadership
NDRC	-	National Development and Reform Commission
OECD	-	Organization for Economic Cooperation and Development
PDCA	-	Plan, Do, Check, Act
PISA	-	Program for International Student Assessment
RTK	-	Rara Theme Kindergarten
SDG	-	Sustainable Development Goal
SLT	-	Student Learning Time
UN	-	United Nations
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
WEF	-	World Economic Forum



## INTRODUCTION

**Relevance of the topic.** Since the concept of sustainable development was proposed in 1987, the international community has been exploring how to make education an auxiliary factor for sustainable development. The role of education in sustainable development has been further clarified by a series of initiatives (Qu et al., 2021), such as the United Nations Decade for Education for Sustainable Development (2005-2014) (UNESCO, 2003) and the Global Action Plan on Education for Sustainable Development (2015-2019) (UNESCO, 2014). Among the 17 Sustainable Development Goals called for by the United Nations to transform the world, SDG4 clearly states the mandate of education to ensure inclusive and equitable quality education and promote lifelong learning opportunities (UNESCO, 2016). Unlike previous global goals, SDG4 focuses on the quality of education, such as indicators related to teacher training and student outcomes.

Furthermore, SDG1 aims to end poverty in all its forms throughout the world. Preschool education has been recognized internationally as an important anti-poverty measure, which is helpful to prevent the intergenerational transmission of poverty and achieve sustainable poverty alleviation. China is a developing country with the largest population and a large rural population in the world. In 2021, China has completed the arduous task of eliminating absolute poverty and achieved the poverty alleviation target set out in the 2030 Agenda for sustainable development issued by the UN 10 years ahead of schedule, winning wide acclaim from the international community. Such achievements are closely related to China's adherence to the policy of poverty alleviation through education. In particular, providing children with high-quality education can fundamentally change the plight of children in impoverished areas, helping them achieve academic success and become productive adults.

It is fair to say that the improvement of education quality is a significant part of realizing the SDGs. And the ability to provide quality education rests with the human resources of educational institutions, namely the quality of the staff, which

depends on the systematic personnel management activities that include the recruitment, selection, and salary policies. Thus, it is very significant to carry out the study on the theories and methods of personnel management in educational institutions to improve education quality and achieve the SDGs.

In the whole education system, preschool education is the starting point of basic education and lifelong education, and the improvement of education quality has always been a key concern of all sectors of society. Since the 1980s, China's compulsory education and higher education have expanded in turn, occupying a priority position in the development of education. In contrast, preschool education has not been effectively promoted. With the growth of the market-led preschool education scale, the current educational institutions have formed a pattern in which both public and private schools are established, with private preschool education occupying a dominant position. As a result, the issues of personnel management in educational institutions are more complex compared with other education stages. Therefore, the research on the theory and method of personnel management in preschool educational institutions is representative and practical.

Moreover, the new crown epidemic has brought a serious crisis of survival and development to educational institutions in China since 2019 (OECD, 2021). Some preschool educational institutions have been unable to continue operating due to financial difficulties, mass layoffs, or staff resignations. Data from China's Ministry of Education showed that China had a shortfall of about 110,000 preschool institutions in 2021. Also, the serious shortage of teachers has become a major bottleneck restricting the high-quality development of preschool education. At present, personnel management in educational institutions is facing enormous challenges.

Meanwhile, with the implementation of the "three-child policy" in 2021 in China, which stipulates that one couple could have three children, the Chinese government has proposed to establish and improve inclusive childcare institutions for 0-3 years old and related supporting policies to solve the problem of childcare for couples of childbearing ages. It also puts forward higher requirements for the

personnel management of educational institutions. It is determined that the study of personnel management in preschool educational institutions is more urgent and representative at all levels of educational institutions.

**The literature review** was based on the research of Ukrainian and Chinese scientists and representatives of developed countries. The works of Chinese and foreign scientists such as Ackerman D., Armstrong, Bai H., Brownhill J., Castetter W., Chu H., David W., Diao H., Hong X., Zhu W., Jiang X., Li Z., Liu Y., Liu Z., LuoR., Maslow A., Norton M., Pamuk D., Olgan R., Shan Y., Taylor D., Tashakori A., Wang H. and others are devoted to the research issue of personnel management of educational institutions. Along with this, issues related to the formation of the potential for professional quality, leadership and competence are insufficiently researched in the scientific literature, there are few studies on the personnel management functions of managers and their competence, how to improve the quality of education by optimizing internal management, subject to compliance with the national "three-child policy" to solve child-rearing problems, etc. So, what was obtained determined the choice of the topic of the dissertation research.

**Connection of work with scientific programs, plans, and topics.** The dissertation was carried out in accordance with the directions of research work of the Department of Management of the Sumy National Agrarian University: "Development of management in the context of international integration processes" 2019-2023 (state registration number 0119U001336), within which the author investigated the main trends and evaluated the foreign experience of personnel management of the educational institution.

**The purpose of the work** is to improve theoretical and methodological principles and develop practical recommendations for personnel management of educational institutions.

The implementation of the research goal led to the **setting and solving of tasks:**

- to find out the economic nature and theoretical determinants of personnel management of educational institutions in modern conditions;
- to analyze the foreign experience of personnel management of educational institutions;
- to generalize and justify methodical approaches to the management of personnel management of educational institutions;
- to analyze the current state and dynamics of personnel management in Chinese educational institutions;
- to carry out a diagnosis of the personnel management system and analysis of the factors influencing the personnel management of educational institutions in China;
- to determine the effectiveness of the development of management functions of heads of educational institutions;
- to improve the personnel management evaluation approach of educational institutions;
- to develop a conceptual model of the personnel management strategy of heads of primary institutions.

**The object of the study** is the personnel management processes of educational institutions in China.

**The subject of the study** is theoretical, methodological, and practical bases approaches and scientific and applied aspects of personnel management of educational institutions in the conditions of modern education reform.

**Applicant's personal contribution.** The dissertation is an independently performed scientific work. All the results of the study, presented in the paper and presented for defense, are received by the author personally.

**Research methods.** The theoretical and methodological basis of the dissertation work became the scientific works of domestic and foreign scientists who created the fundamental provisions of economic theory, which became the basis for researching issues of personnel management of educational institutions. To achieve the set goal and solve problems, a wide list of methodological

techniques was used in the work, such as: monographic method and the method of theoretical generalization; - to collect the information base of the dissertation research; system analysis; - to identify and systematize general problems of personnel management of educational institutions; regression analysis; - to determine the impact of the decentralization process on the development and management of personnel of educational institutions; hypothetical method; - to identify common positions and conduct analogies in personnel management of Asian countries and Ukraine; the method of mathematical modeling and forecasting; - to build a matrix for determining the satisfaction of consumers of educational institutions' services; empirical survey and interview methods to generalize the process of managing educational institutions, as well as existing difficulties and initial effective mitigation strategies through the status quo.

**The information base of the study** was legal acts from official open sources of China (the State Statistics Service of China, National Development and Reform Commission (NDRC), Ministry of Public Security (MPS), Ministry of Human Resources and Social Security (MOHRSS), National Health Commission, Ministry of Emergency Management), own field research, other types of theoretical, methodical, justice and scientific works from the Internet.

**The scientific novelty of the obtained results** lies in the deepening of the existing theoretical provisions and the development of scientific-practical and methodical recommendations for personnel management of educational institutions in China. Scientific results are authentic, and by their scientific essence can be presented as follows:

*First obtained:*

- The dimensions of managerial competence of the heads of educational institutions are clarified and elaborated based on the professional standards for principals issued by the Chinese government, which serves as the basis for the empirical investigation.

- A conceptual model of the personnel management strategy of heads of primary institutions is proposed that covers three stages in the development of

personnel managerial functions such as diagnostics and project-oriented, content and process-oriented, and assessment and correction-oriented.

*Improved:*

- The questionnaire on the current status of personnel management in educational institutions is prepared mainly based on the principal professional standards in China and other related questionnaires used in the previous survey.

- The influencing factors on personnel management of educational institutions in China are systematically analyzed through the combination of a questionnaire survey and interview, including the factors of teachers' personalities and characteristics, the administrative intervention of superior departments, the principal's professional knowledge and ability, as well as the personality qualities of the principals.

- The managerial competence development of the heads in educational institutions is identified as a process from qualified to excellent. Ontological competence, such as personality and professional knowledge, could help them grow into qualified principals, while extensional competence like innovation competence contributes to promoting qualified principals to grow into excellent principals.

*Further developed:*

- The evolution of personnel management methods and related policies in Chinese educational institutions is systematically analyzed, as well as the application of personnel management methods in practice.

- The contents and strategies of pre-service preparation and in-service training were put forwards as a significant guarantee for the development of managerial functions of heads of educational institutions.

- An assessment system of personnel management of educational institutions is developed based on scientific principles, which consists of the target layer, criterion layer, and index layer. The final score of the calculation determines the personnel management performance level of the heads of educational institutions, such as unqualified principals, qualified principals, and excellent principals.

**The scientific and practical significance of the dissertation** is to put forward a set of scientific and reasonable regulations and conclusions to solve the scientific problem of personnel management in educational institutions.

**Personal contribution of the acquirer.** Dissertation research is an independent scientific work of the author. Scientific results, conclusions, and proposals submitted for defense were received by the author personally.

**Approbation of the results of the dissertation.** The main provisions and results of the dissertation research were made public by the author at conferences, seminars, meetings, among which the most important was International scientific conference «Digital and Innovative Economy: Processes, Strategies, Technologies: Conference Proceedings (25th January 2019. Poland), 16th International Conference on Efficiency and Responsibility in Education, Czech, (June 6–7, 2019 Prague), III International Scientific-Practical Conference «Management of The Xxi Century: Globalization Challenges», (23-24 April, Poltava), the 6th International Scientific Conference – ERAZ 2020 (May 21, 2020, Belgrade, Serbia), VII International Scientific-Practical Conference «Modern Management: Trends, Problems and Prospects for Development» (April 14, 2021. Alfred Nobel University, Dnipro), 37th International Business Information Management Association (IBIMA), (May 2021, Cordoba, Spain)

**Publication of obtained results.** The main scientific results of the author's theoretical and experimental research, the main scientific propositions, and the conclusions of the dissertation are sufficiently covered in 17 scientific works, including: 6 publications in professional journals and collections of scientific works of Ukraine; 3 publications in scientific publications, citations Scopus, Web of science; 1 international monograph; 7 abstracts of reports at scientific conferences. The total volume of publications is 3.28 publications. sheets, of which 3.08 are printed sheets belonging to the author personally.

**Scope and structure of the dissertation.** The work consists of an introduction, three sections, conclusions, and suggestions laid out on 186 pages of the main text, including 36 tables, and 14 figures. The list of used literary sources contains 165 items on 11 pages.

## **SECTION 1. THEORETICAL AND METHODOLOGICAL APPROACHES TO MANAGING THE PERSONNEL OF CHINA'S EDUCATIONAL INSTITUTIONS**

### **1.1. Theoretical determinants of personnel management in Chinese educational institutions**

Educational institutions are a system that realizes the joint development of schools, teachers, and students, in which the development of students is the ultimate goal, and the development of teachers is the basis and source of strength for the development of students and schools. The success of this system in the pursuit of achieving the educational objectives as well as satisfying the needs of the individual staff is hinged on the establishment of a conducive working environment geared towards the advancement of productive capacities of people at work (Alabi, 2000). Personnel management in educational institutions aims to manage teachers through a scientific and systematic approach to help the system achieve its main goals, which are of great significance to teaching and learning in educational institutions. Duke and Canady (1991) stated that it is needed to find out one area where policy has a greater impact on teaching than staff, which highlighted that personnel management policies and rules directly affect the quality of teaching in educational institutions. Likewise, Norton and Kelly (1997) proposed that whenever the topic of educational advancement is discussed, the role of school members in that advancement is unparalleled, which is consistently valued in providing quality education by educational leaders. The quality of teaching depends on the quality of teachers, and the quality of teachers depends on the policies that affect the recruitment, selection, and salary of teachers. Policies involving teacher supervision and improvement will contribute to the improvement of teacher competence and loyalty (Duke & Candy, 1991).

Moreover, Seyfarth (1996) highlighted that the personnel management function is useful in enhancing the level and quality of instructional support services that affect teacher and student effort. For example, the training and



guidance of teaching staff could directly affect the quality of teaching and the learning of students. And the work arrangement of making the best use of talents could promote the improvement of teachers' labor productivity and work effectively. In addition, the creation of an organizational climate could improve or reduce the effect of teaching and learning. Hoy and Miskel (2001) explored the impact of different school climate types on teaching, certifying that a positive school climate is a major determinant of staff morale and motivation. Other studies have also demonstrated that positive teacher efficacy is closely related to perceptions of goals, peer relationships, and managerial support, and a positive organizational climate could increase teaching commitment (Coladarci, 1992; Taylor & Tashakori, 1994; Ebmeier, 2003).

According to O'Neill (1994), the human resources available to schools constitute their most valuable asset and greatest management challenge. Every procedure of personnel management directly or indirectly affects the teaching quality of teachers and the learning effect of students in educational institutions. It is necessary to conduct a systematic study on personnel management in educational institutions. However, the concept, characteristics, and relevant theoretical basis of personnel management in educational institutions should be clarified first.

Definition of personnel management in educational institutions. Tead and Metcalf (1920) were one of the first researchers to define personnel management. In their book "Principles and practices of personnel management", which is one of the earliest books on personnel management, they introduced the new terms that personnel management and the relevant theories. Subsequently, many researchers defined personnel management from various perspectives, such as the perspective of personnel management functions and objectives, and started to focus on the characteristics and development trends of personnel management in various industries. With the increasingly prominent role of personnel management in the development of educational institutions, the concept of school personnel

management has been put forward. The definitions of personnel management by famous scientists worldwide are mainly listed in table 1.1.

Table 1.1 - Definition of personnel management by famous scientists

Scientists	Definition
Tead and Metcalf (1920)	Personnel management is to direct the human relations in any organization and promote good cooperation among employees with the aim of maximizing benefits with the least amount of investment and friction and paying due attention to the well-being of employees.
Stahl (1962)	Personnel management is the whole process of dealing with human resources in an organization.
Van Zwoll (1964)	Personnel management is an umbrella of specific activities specifically engaged by the personnel department to ensure the realization of the employer's employment objectives and the maximization of work benefits.
Ogunsaju (1990)	Personnel management is the activity of effectively mobilizing human resources based on appropriate recruitment, selection, training, and placement of designated staff to achieve established goals and objectives.
Armstrong (1991)	Personnel management encourages the full utilization of the skills and abilities of all staff in an organization to achieve the potential of individuals and organizational goals.
Liu (1987)	Personnel management is a series of management activities such as planning, organizing, directing, coordinating, supervising, and controlling cadre work by applying scientific principles, theories, systems, and methods.
Adesina (1980)	School personnel management functions include recruiting adequate and qualified staff, and developing and maintaining staff so that they are able and willing to provide students with effective and efficient educational services.
Ribeau (2001)	The goal of the personnel management functions is the same in all school education systems, that is, to recruit, retain and train employees, to adopt scientific incentives to achieve the goals of the school district, and to help each employee achieve their highest personal achievement and optimal career development.
Castett and Young (2000)	The goal of the school personnel management is to recruit, train, retain and motivate staff, to help the staff to fulfill their duties and goals given by the organization, and to make everyone achieve their goals while maximizing their career development.
Zhang and Chu (1995)	Personnel management in a broad sense mainly involves the management of cadres of government agencies, enterprises, and public institutions by personnel departments at all levels.
	The narrow sense of personnel management is the management of personnel administration, which mainly covers the management of government personnel administration organs to the cadres of government agencies.
	School personnel management refers to all the activities that involve planning, organizing, coordinating, directing, and supervising in dealing with the staff affairs, such as recruitment and employment, deployment and dispatch, rewards and punishments, appointment and dismissal, training and evaluation, wages and welfare, and retirement and resignation, with the application of personnel management science-related theoretical principles and methods.

Source: prepared by the author.

According to these studies, the functions of school personnel management mainly include recruitment, selection, entry, remuneration, evaluation, development, discipline, motivation, coaching, and promotion of personnel within the school system. The object of school personnel management is intellectuals as the main body, and the purpose of personnel management activities is to serve talent training and intellectual development.

The educational institutions in this study include public schools belonging to national public institutions and private schools managed based on the management mode of public institutions. Therefore, the definition of personnel management in educational institutions in this study is consistent with the school personnel management defined by Zhang and Zhu (1995). Similarly, the object of personnel management in educational institutions is the same as that in schools.

Compared with general personnel management, the personnel management of educational institutions not only reflects the common scientific management principles and methods but also shows some unique rules and characteristics, which are embodied in the following aspects.

Objects of personnel management in educational institutions. Generally, China's current personnel management targets state functionaries, mainly including functionaries of Party and government agencies as well as managerial and professional technical personnel of national public institutions and enterprises.

According to the scope of personnel and authorized strength management, the objects of personnel management in educational institutions generally include teaching staff, management staff, teaching auxiliary staff, logistics staff, etc. Some higher educational institutions also have specialized scientific research personnel. The management objects have special attributes including diversity of personnel categories, occupational particularity, the intersectionality of work content, and finiteness of incentive. The diversity of personnel categories means that the staff of educational institutions covers various types of personnel with different responsibilities, tasks, and educational levels, who ensure the daily operation of educational institutions. The occupational particularity mainly refers to the work of

educational institution staff is full of autonomy and personalization, as well as the need for self-respect brought by education and knowledge. The intersection of work content means that some staff has undertaken or engaged in two or more post responsibilities with the expansion of the enrollment scale and the increase in the demand for personnel. As for the finiteness of incentives, it means the state finance bears most of the remuneration of employees under the current management system, which leads to the lack of sufficient freedom for educational institutions to design economic incentives like enterprises.

Establishment of personnel management departments in educational institutions. For any educational institution to function effectively, it is necessary to have a personnel department or personnel manager who performs personnel functions. Due to the differences in training objectives, education, and teaching tasks between Chinese institutions of higher education and middle and primary schools, there are also differences in the establishment of personnel management departments. The leading system of higher educational institutions is established following the principle of the “President’s responsibility system under the leadership of the Party committee”. A series of important issues such as personnel in the university have been discussed and decided by the Party committee, and then the president is in charge of organizing the relevant administrative departments for implementation.

The personnel management system in higher educational institutions is generally operated by the specially established functional organization, namely the personnel department, under the leadership of the president in charge of personnel work. The personnel department may set up several sections with different functions depending on the size of the institution, such as the personnel section, teacher section, labor and wages section, and training section. The main responsibility of the personnel management department is to be responsible for the allocation and use of personnel and to formulate the personnel management system, measures, and opinions of the whole institution. Besides, the organization department is also involved in personnel management in higher educational

institutions, which is responsible for the investigation, transfer, and arrangement of cadres within the scope of the university.

In China, the establishment of the organization and management system in full-time primary and secondary schools and preschool educational institutions also reflects the separation principle of the Party committee and administration. However, primary and secondary schools and preschool educational institutions do not have special personnel and organizational departments. The personnel management work is mainly in charge of the (vice) principal, and the specific affairs are carried out by the personnel working group. Therefore, it is very important to pay attention to the managerial competence of the managers, namely the principals, and the personnel management methods adopted in their personnel management.

Contents of personnel management in educational institutions. The content of personnel management in educational institutions mainly includes selection and recruitment, training and promotion, and evaluation and remuneration. To meet the needs of teaching, scientific research, administrative management, student counseling, logistics services, etc., educational institutions need to introduce outstanding staff through public recruitment, targeted transfer, and selection within a certain range. According to the needs of the work and the characteristics of the posts, all kinds of staff are reasonably arranged to different posts to maximize the role of talents. According to the needs of the post, the staff is organized to attend various political, business training and professional ethics training as planned to improve their ability to perform their duties and promote their professional development. According to the professional titles, post levels, and evaluation results of various categories of personnel, the staff will be given corresponding salaries and rewards, to achieve the incentive effect of rewarding the good and punishing the poor, and mobilizing staff with the same work nature to form healthy competition.

Characteristics of personnel management in educational institutions. First of all, it is a human-led multi-level bilateral activity. Bilateral activity is a

characteristic of any management activity, but the bilateral nature of personnel management activities has its unique features. In the process of personnel management activities, the "product" produced is a fully developed person. A manager is a person, and the management includes people and things, as well as various things in which people are involved. Educational work is highly creative, with many levels of subject-object relationships, complexity, and change. It includes principals and teachers and students, principals and teachers, teachers and students, students and students, teachers and parents, principals and employees, employees and various things, etc. These management objects are mainly people, and the management of bilateral relations between respondents and objects is different from the management process of material production.

Moreover, personnel management activities have a purpose centered on nurturing people. Personnel management activities should be closely focused on the purpose of education activities. The object of training and service is students, and all the work is to achieve the same purpose, that is, to educate students well. Therefore, in personnel management activities, the combination of all management elements and the development of all work should be the main purpose of nurturing people.

Besides, personnel management has an orderly nature marked by phases. Personnel management is generally carried out in an orderly cycle with the semester or school year as the stage. The control of certain conditions is the center of management activities. In personnel management, the development of things sometimes deviates from the predetermined goals of the prerequisites, which is the management of "out of control". For example, for the sake of the momentary economic benefits, over-enrollment in the classroom, infringing on the interests of students, etc. In this regard, the leader should make a quick judgment and take effective measures to correct the situation, so that the work can develop toward the intended goal.

In the continuous exploration and research in the field of personnel management, a series of classic theories of globalization have been formed so far.

This study on personnel management in educational institutions is mainly based on famous theories, as shown in table 1.2.

Table 1.2 - Famous personnel management theories

Theories	Characteristics
Management roles theory	<ul style="list-style-type: none"> <li>The management roles in an organization can be divided into three types, including managing the survival and development of organizations, managing managers, and managing workers and jobs, which are constantly changing.</li> <li>It mainly focuses on the most basic issues of management, such as the way managers do their work, the steps of decision-making, the way organizations function, and the process of strategy formation.</li> </ul>
Maslow's hierarchy of needs theory	<ul style="list-style-type: none"> <li>The hierarchy of needs, from the most basic to the highest level, includes physiological needs, security needs, love, and belonging needs, esteem needs, and needs for self-actualization, which is the force that motivates and guides individual behavior.</li> <li>The lower the level of needs, the greater the power and the greater the potential. As the level of need rises, the power of need decreases accordingly.</li> <li>Before higher-level needs can emerge, lower-level needs must be satisfied</li> </ul>
Organizational culture theory	<ul style="list-style-type: none"> <li>Organizational culture has been described as the shared values, principles, traditions, and ways of doing things that influence the actions of organizational members and distinguish different organizations.</li> <li>Organizational culture can be divided into seven dimensions, including attention to detail, innovation and risk-taking, stability, drive, team orientation, people orientation, and results orientation</li> </ul>
Deming's management process theory	<ul style="list-style-type: none"> <li>All activities with the process are composed of four stages, including Plan, Do, Check and Act, which constitute a circle of management activities to form a complete management process.</li> <li>The planning stage is mainly to form work objectives, tasks, methods, and action programs. The doing stage is to put the plan into practice and action. The checking stage is to inspect the progress and effectiveness of the plan. The acting stage is to summarize, adjust and improve the whole process.</li> </ul>

*Source: prepared by the author*

Management roles theory. In 1955, Peter F. Drucker first introduced the concept of the "management role". The discussion of the management role theory system is mainly from Mintzberg (1978), who is the founder of the management role school and classified management roles into ten major roles in interpersonal relations, information transfer, and decision making. Later, Speck (1999) analyzed the role of elementary and secondary school principals in managerial positions and divided the professional roles of principals into four areas, namely, educator, leader, manager, and selfhood. Among the many roles of the principal, the role of the manager is the main role, which is the responsibility given to the principal to

manage internal affairs under the principal's responsibility system and is also an important guarantee of the principal's continuous development. For example, they need to plan institution development and lead the professional growth of teachers as the leader, undertake various management tasks inside and outside as the manager, and focus on organizational culture as the organizer. So principals should face up to their role as managers, assume the corresponding responsibilities, and consciously improve their professionalism to be better qualified for their position.

Hierarchy of needs theory. Maslow (1970) proposed the hierarchy of needs theory, which occupies an important position in modern behavioral science. Individuals always differ in their pursuit of needs, with some having a greater need for self-esteem than for love and belonging (Peng, 2003). If all the needs of a person in life, such as physiology, security, love, and self-esteem are not met, then the organism is dominated by physiological needs (Ye, 2004). Security needs are mainly manifested by preferences, that is preferring familiar and known things to unfamiliar and unknown things (Ye, 2008). Love and belonging needs refer to the approval of others, such as affection, friendship, love, and a sense of belonging. Esteem needs include internal self-respect, behavioral autonomy, etc., and external respect, such as respect for status, etc. (Yu, 2009). Self-actualization needs are people's main desire to achieve their potential and perfect it.

From the perspective of the hierarchy of needs theory, faculty of educational institutions must be able to prioritize the satisfaction of physiological needs, which are broadly defined as wages that meet the basic needs of life and relieve the burden on the family. When basic needs are met, managers should provide a safe work environment and a stable job to make their lives stable. When safety needs are met, they expect to live in harmony with their colleagues and enjoy their work in the workplace. Therefore, this study focuses on physiological needs, safety needs, and love and belonging needs as the main components of the needs theory.

Organizational culture theory. It is significant for managers to focus on organizational culture, which can make employees feel included, allowed, and supported, or have the opposite effect (Stephen & Mary, 2017). Regarding the



school organizational culture, Sergiovanni (1984) argued that school organizational culture includes values, symbols, beliefs, and meanings shared by parents, students, teachers, and other groups that determine the values and ideas of group members. Deal and Peterson (1999) considered school culture as unwritten habits, traditions, norms, and expectations in everything. Wu (2006) proposed that the organizational culture of a school refers to the beliefs or values that are used to solve problems as a result of internal and external interactions. Cai (2010) argued that the school's organizational culture is the values and beliefs created by the interactions of its members to achieve its goals and maintain normal operations. These values and beliefs are implicitly transmitted to the school members and transformed into a common mindset and code of conduct, thus creating a unique organizational culture. The decisions managers make are influenced by the culture in which they operate. Organizational cultures could influence and limit the way managers plan, organize, lead, and control, as shown in Figure 1.1.

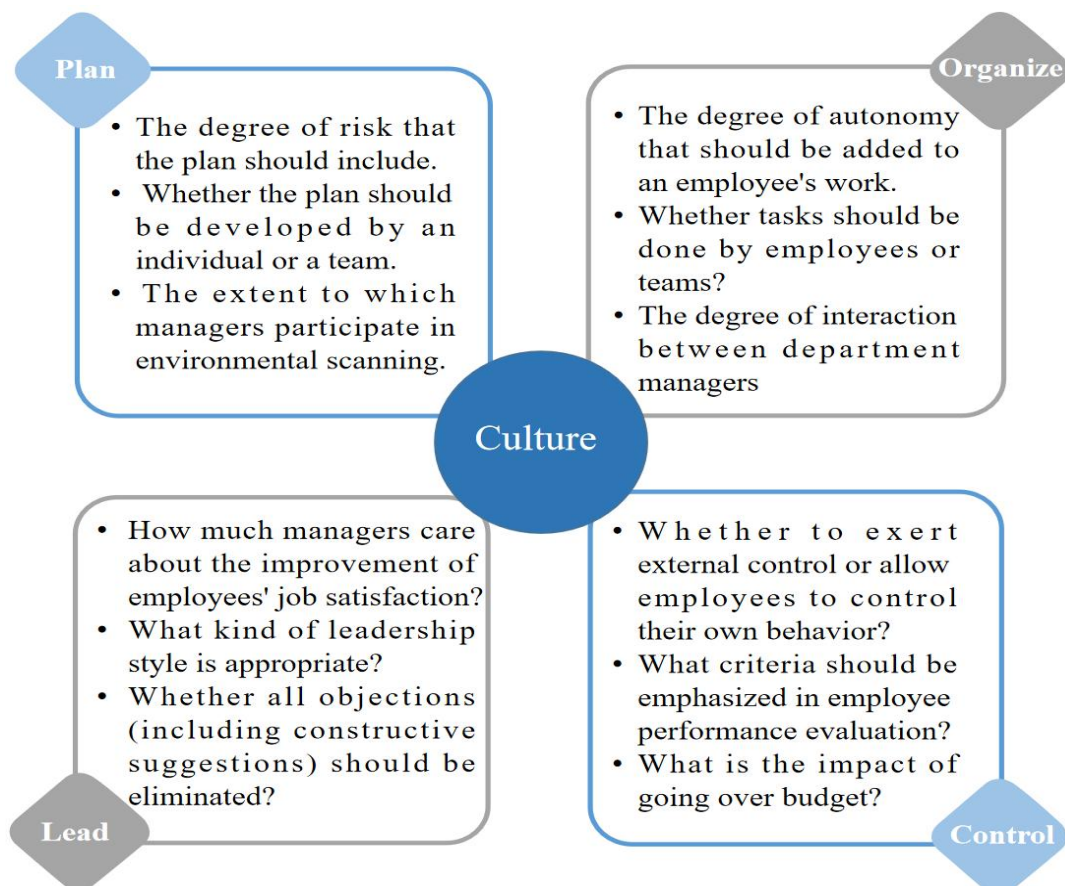


Figure 1.1 - Types of management decisions influenced by culture

Source: prepared by the author based on Stephen and Mary (2017)

Deming's management process theory. Management process refers to the steps and procedures of common activities guided by the manager and carried out by the members of the organization according to the plan to achieve the desired goals of the organization (Liu & Ma, 2014). Deming pioneered the ideological approach and working steps of total quality management and put forward the four basic stages, that is plan, do, check, and act, which constitute the cycle of management activities (Wan, 2013). Whereafter, Deming's management process theory also known as the Deming cycle has been introduced into the management of research work and personnel management in educational institutions. The personnel management process in educational institutions is a process in which the principal organizes all staff members to work together to achieve organizational goals in education, which consists of four main stages of plan, do, check, and act, see Figure 1.2. This is both the basic procedure of the management process and the basic method of management by the manager of educational institutions. Therefore, managers should correctly grasp the management process based on a correct understanding of the uniqueness of work.



Figure 1.2 - The four phases of management activities

*Source: prepared by the author based on Wan (2013)*

Definition of the heads of educational institutions. It is necessary to clarify the connotation and extension of the leaders of educational institutions. The principals are the most typical and important leaders in educational institutions. The Concise Education Dictionary defines the principal as the main leader or responsible person of educational institutions (Jiang & Han, 1988). In the Dictionary of Early Childhood Education, the principal has the following statement that the principal is the leader and organizer of the educational, and is the key to realizing the leadership function and running the educational institutions well. At the same time, the principal is the main administrative leader, entrusted by the state to manage the work of the educational institutions, fully implement the national education policies, fully responsible for the work of the educational institutions (Wang, 2004). The "Educational Regulations" in China pointed out that China's educational institutions implement the principal responsibility system, requiring comprehensive management of education. In addition, the Ministry of Education of China put forward that principals are responsible for the leadership and management of educational institutions (MoE, 2015). The principal's main responsibility is to carry out educational policies and be responsible for the management of the whole institution (Yang, 2018). In this study, the principal is defined as the principal is the main administrative leader, a professional who performs the responsibilities of leadership and management of the institutions, and the key to running the institutions well.

The principal is the executor of education policy and the leader of the planning institution development. Although education is different from primary and secondary education, principal and primary and secondary school principals combine three roles: educator, leader, and manager (Liu, 2015). Each role of the principal undertakes different main tasks, and different knowledge and abilities are required to complete these tasks. Since the beginning of the 21st century, many countries and regions in the world have put forward important policy guidelines or academic research on school leadership and management. For example, the former British Prime Minister Blair reported at the opening of its Leading of Excellence

Conference for Leadership that there is no more important job in the UK than that of a school head (NCSL, 2003).

China, the United States, New Zealand, and Canada mainly adopt the formulation principle and methodology of "role before quality" when formulating professional standards for principals (Yi, 2014). That is, the role positioning of principals is determined first, and the corresponding job responsibilities of each role are analyzed on this basis, to determine the professional concept, knowledge, and ability that should be possessed to achieve the job responsibilities. To promote the professional development of principals and build a high-quality team of principals, the Ministry of Education of China issued the professional standards for principals in 2015 following the Education Law and other relevant laws and regulations. This standard is a basic requirement for the professional quality of qualified principals, a basic criterion for leading the professional development of principals, and an important basis for formulating the qualification standards, training course standards, and evaluation standards for principals (MoE, 2015). In this standard, the principal's role is divided into three types, including the leader, educator, and manager, each of which has corresponding tasks and professional responsibilities.

In 2005, the National Association for the Education of Young Children (NAEYC) issued new Early Childhood Program Standards and Accreditation Performance Criteria. The part on "leadership and management" proposed the management standards of organization, leader, policy, and other aspects required for the smooth development of the work of childcare institutions, and also involved the role and function of program managers, as well as the core abilities that managers need to possess (Suo & Yao, 2015). In the same year, How to Integrate Professional Standards into Preschool Performance Management issued by the Ministry of Education of New Zealand was issued, which pointed out that principals play multiple roles as educators, leaders, and managers, and reflect the integration of professional roles such as "educational manager", "educational leader" and "management leader" (MoENZ, 2005). The Occupational Standards for

Child Care Managers (Canada) stipulated principals can also serve as administrators and educators and spend part of their day with children (CHRSC, 2013), see table 1.3.

Table 1.3 - The role orientation of principals in professional standards of four countries

Country	Role orientation of principals		
China	manager	leader	educator
United States	manager	leader	--
New Zealand	manager	leader	educator
Canada	manager	leader	educator

*Source: prepared by the author based on official website information*

In general, the standards of principals in the four countries all emphasize the role of managers and leaders, while there are some differences in the role of educators. In contrast, the NAEYC in the United States does not specify the role and responsibilities of principals as educators. Any profession has its special role positioning, which is different from other professions. The difference in the role of educators comes from the different understanding of the professional independence and professionalism of principals. Some scholars believe that the professional role of principals is different from that of teachers. The significance of the transition from the teaching position of teachers to the management position of principals is not only to enrich and expand their careers but also to turn and change their careers (Chu, 2003). In reality, many principals think their profession is the teacher. They come from the teacher group, and the principal is also a position in the teaching profession. Academic notes that principals think of themselves as teachers first and administrators second (Tony & Qiang, 1998). Although the United States does not indicate the role of principals as educators, it is still emphasized that principals should have a professional understanding of education and teaching in the two core abilities of "education knowledge and skills" and "management knowledge and skills" that NAEYC managers should possess. To sum up, it is considered that the

leaders of educational institutions have three roles, the educator, leader, and manager in this study.

Connotation of managerial competence of the principals. As for the research on personnel management, more and more scholars believe that effective management practice in educational institutions is a necessary condition for the supply of high-quality education services (Lower & Cassidy, 2007). International scholars have developed special evaluation tools for personnel management quality (Connors, 2016). At the same time, as the fundamental purpose of personnel management is to improve the class process quality and promote children's development, some studies have begun to explore the relationship between management quality and educational institution class quality and even children's development results (Lower & Cassidy, 2007). Most of the research on personnel management in China focuses on academic discussion, mainly on how to implement a management concept and theoretical perspective in personnel management practice (Li & Yuan, 2008; Bai, 2008), or reflection on the problems in personnel management practice (Yang, 2016). A small number of empirical studies mainly investigated specific issues such as the value orientation of personnel management (Wang & Liu, 2005). In general, there are few local empirical studies on the quality of personnel management.

Related research on educational institutions' managerial functions is limited, the existing research mainly focuses on enterprise managers' managerial competence. Ghiselli (1971) argued that successful managers have different from ordinary people personality traits, or there is quite a big difference from ordinary people in some of the characteristics and personality traits. These personality traits include supervision, achievement motivation, intelligence, self-achievement need, self-confidence, and assertiveness. The later path-goal theory holds that managers' styles are not immutable, but can be adjusted according to different situations (Zhen, 2015). However, when conducting managerial competence research in this way, it does not emphasize the ability of managers themselves but takes the situation at the time as the variable.

The functional research method mainly focuses on the managerial competence that managers should have to complete the task. Moulton and Fwicked (1993) believed that leaders should have the following managerial competence. The first is environmental awareness, including global outlook, understanding of different cultures, political literacy, and foreign language ability. The second is leadership, which refers to the ability to actively lead, understand values and ethics, innovate and create, and inspire others through a sense of mission. The third is management, which is the ability to integrate, technical ability, taking into account the depth, breadth, flexibility, and adaptability of knowledge. The fourth is the interpersonal relationship, which refers to coordination and communication skills, and psychological and physical harmony. And the fifth is skills to get the job done, including strategy formulation and policy development, functional orientation, etc. Abraham, Karns, Shaw, and Mena (2001) studied the correlation between management capability and performance appraisal in 2500 enterprises since 1998. Six key managerial competence were identified in the study, namely leadership skills, customer focus, results-oriented, the ability to solve problems, the ability of communication skills, and the ability to work in a team.

It can be learned that managerial competence should at least have professional skills, interpersonal communication skills, conceptualization skills, organizational development ability, problem-solving ability, environmental cognition ability, motivation ability, and teamwork ability. Among them, there is only one paper related to the managerial competence of principals. Zhen (2015) studied the factors influencing the managerial competence of the education industry in China and found that leadership style, demand theory, organizational learning, and organizational culture have a positive correlation with managerial competence.

Based on the above research results and in combination with the definition of personnel management, this study defines the managerial competence of a principal as the principal could adopt scientific working methods and management methods to reasonably organize human, financial, material, and other factors,

mobilize the enthusiasm of all aspects and achieve the training objectives stipulated by the state and the ability of educational tasks with high quality and efficiency under certain educational policies and the objective laws of education.

Dimension of managerial competence of principals. The principal is the most basic and key leading force in the development of education in China. The quality of the principal directly affects the development level of education. According to the staffing standards stipulated in educational regulations issued in 2016, in addition to the principal, the teaching and administrative staff in the educational institution mainly refers to the deputy principal, teachers, child-care staff, health care personnel, cooks, and other staff. Stakeholders mainly include students, superior departments, parents, and social people. In the management process, the behavior of the principal not only affects the teaching and administrative staff of the educational institution but also affects the stakeholders of the educational institution. In this study, stakeholders include teachers and staff, children, and their parents. The task of personnel management lies in the rational organization of various educational resources, leading the professional growth of teachers through planning, organization, leadership, control, and other management processes, ensuring the improvement of education quality, realizing the expected educational goals, and serving families.

In addition, personnel management mainly refers to educational institution administrative work management, including the administrative organization and management system, work objectives and administrative plans, and other management functions of the educational institution, as well as the environment creation, health care, fund operation, and other related general affairs and logistics work. The management of education includes the overall management of education and the management of classes. The personnel management of educational institutions is related to the development and quality improvement of educational institutions and is the main content of the connotation construction of educational institutions. The personnel management of educational institutions is mainly about the construction of teachers, and the improvement of the quality of managers and service personnel. The key point of management is the professional growth of



teachers and the development of organization and leadership. The management of educational institutions' parents and community work requires the cooperation and coordination of parents and the community. Personnel management should make full use of the resources of parents and the community, and establish a stable co-construction mechanism (Zhang, 1997).

Based on the existing related research and the definition of the role of qualified preschool principals in the professional standards issued by the Ministry of Education of China in 2015, the managerial competence of principals mainly covers the following aspects, including planning institution development, guiding teacher growth, optimizing internal management and adapting external environment, see table 1.4.

Table 1.4 - Ability and behavior requirements of each dimension of the principal managerial competence

Dimension	Competence and behavioral requirements
Planning institution development	<ul style="list-style-type: none"> <li>• To form the institution development ideas based on current situation analysis.</li> <li>• To formulate institution development plan by bringing together many forces.</li> <li>• Guide the staff to develop and implement work plans and provide them with adequate support.</li> <li>• To supervise the implementation process and effect of the development plan, and make timely adjustments and improvements.</li> </ul>
Guiding teacher growth	<ul style="list-style-type: none"> <li>• To provide conditions and environment for teachers' professional development according to their professional development needs.</li> <li>• To establish and improve incentive and assessment systems for teacher growth.</li> <li>• To cultivate excellent teacher ethics and working style.</li> <li>• To establish salary incentive system to protect the rights and interests of staff.</li> </ul>
Optimizing internal management	<ul style="list-style-type: none"> <li>• To develop the principal cohesion and exert the leading core role of the Party organization.</li> <li>• To improve scientific personnel management rules and regulations.</li> <li>• To establish the faculty meeting or faculty representative meeting system.</li> <li>• To establish and improve the emergency management mechanism.</li> </ul>
Adjusting external environment	<ul style="list-style-type: none"> <li>• To establish cooperation mechanisms between institutions and society.</li> <li>• To adopt various ways for families and communities to carry out public welfare scientific education guidance and publicity.</li> <li>• To strengthen the links between institutions and society, and make full use of social educational resources to enrich educational activities.</li> <li>• To guide the parent committee to participate in education management.</li> </ul>

*Source: prepared by the author based on official website information*

Policy evolution of principal managerial competence. Since the reform and

opening up in 1978, China's education has made great progress. In 2019, compared with 1978, the total number of educational institutions nationwide had increased by 71.5%, the number of children enrolled in educational institutions had increased by 4.98 times, and the gross enrollment rate of education had increased by 72.8% (MoE, 2020), see figure 1.3. The gradual development and popularization of education in China could promote human resources development and increase the accumulation of human capital, and then improve people's social serviceability and value creativity.

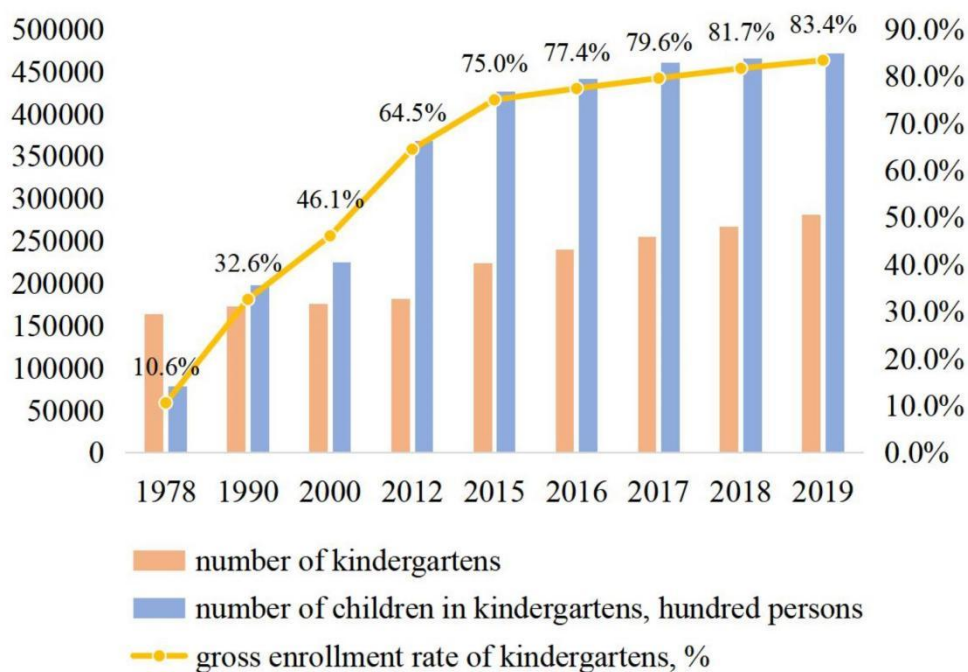


Figure 1.3 - Scale of education and gross enrollment rate in China

*Source: formed by the author*

But preschool education is the weakest link in China's education system. In recent years, while preschool teachers have been widely concerned by scholars, principals have gradually entered the field of vision of researchers. Also, the relevant policy documents on the requirements of principals' managerial competence have been gradually improved. By summarizing and analyzing the existing literature, it is further concluded that the existing policy research on principals focuses on the interpretation of professional standards for principals

after 2015. In the level of policy analysis, Liu (2015) interpreted the professional standards for principals from the change of the role of principals. Wu (2017) compared the standards for principals in China and Canada with the literature method and argued that there are commonalities in the framework and content of the standards. On the practical level, Wang and Jiao (2015) proposed the construction of principal training course based on the professional standards for principals. Wang (2018) conducted a comparative study on the training methods of principals based on the professional standards for principals. Through a questionnaire survey, Hong, Zhu, Liu, and Jiao (2018) concluded that the competence of rural principals needs to be improved.

Through the analysis of the previous literature, it is found that the existing research mainly focuses on the level of management practice and the summary of the overall policies and regulations. There is little research on the policies of leader's competence and less research on the development process and systematic analysis of relevant policies.

Referring to the classification of preschool education policy development stages (Zhang, 2019), the development of policies and regulations related to principals' managerial competence can be divided into the following three stages: the formation periods. The working authority of the principals is clarified, and the requirements of managerial competence are not refined.

The formation period of China's policies and regulations is from 1979 to 1989. It mainly selects representative policies and regulations of the decade for analysis and discussion to clarify the changes in the requirements of the principals' managerial competence.

From July to August 1979, the Ministry of Education, the Ministry of Health, and other departments jointly held a national conference to address the problems of a small number of educational institutions and low quality of education. The meeting recommended that the State Council set up a leading group for preschool education, which opened the prelude to standardizing the development of preschool education. In November 1979, the "Regulations on Urban Educational

(Trial Draft)” issued by the Ministry of Education was the first preschool education regulations promulgated after China’s reform and opening up (Zhang, 2019), which stipulated that the principals are responsible for leading the whole park under the leadership of the higher party committee and the education administrative department. It can be seen that since the promulgation and implementation of this regulation, the responsibility system for Chinese urban principals has been clarified. Although the provision of implementing the principal responsibility system does not cover the larger number of rural educational institutions in China, rural educational institutions still implement the principal responsibility system in practice. In this regulation, there is no clear distinction between the requirements of the leaders’ managerial competence, and the main focus is on the leaders’ administration of general affairs and finance.

In October 1981, the Ministry of Education promulgated the “Education Program (Trial Draft)” (Pang, 2009). The draft aims to improve the quality of preschool education, mainly referring to the educational content and requirements of educational institutions. The draft mainly focused on the level of curriculum management, and the principals’ managerial competence is not specifically described. The general office of the State Council of China forwarded the “Opinions on Strengthening Early Childhood Education” (MoE, 1989), which clarified the overall evaluation criteria for the management of principals. This is the fundamental purpose of education reform and the fundamental criterion for testing and evaluating education.

To sum up, the policy documents on educational institutions are mostly issued in the form of a draft at this stage. It covers a wide range, including education and teaching standards. Meanwhile, it clarifies the absolute leadership position of the principals in educational institutions and summarizes their work authorization. The content focuses on general affairs management and financial management and does not pay much attention to the managerial competence of the principals. The detailed requirements of principals’ managerial competence were not discussed.

The development periods. The administrative management of educational institutions is concerned, but the leaders' professional status is not fully reflected.

From 1990 to 2009, it was the development period of the educational institution policy. To strengthen the management of educational institutions and promote the development of early childhood education, the Ministry of Education of China promulgated the "Regulations on the Administration of Educational Institutions" (MoE, 1988), which is the first preschool education administrative law issued by the State Council since the founding of China. In the regulations, it is proposed that the principals are responsible for the work of the educational institutions. The principals should be appointed by the unit or individual holding the educational institution and register with the registration authority of the educational institution for the record. Teachers, physicians, health workers, childcare workers, and other staff members are appointed by the principals. The management authority of the leader is put forward, and it is proposed that the educational institution can collect the tuition fee from the parents of the students according to the charging standards set by the government of the province, autonomous region, and municipality. In the regulations, the financial management responsibilities of the principals were reemphasized.

In March 1996, the National Board of Education officially issued the "Working Regulations for preschool educational institutions", which stipulated that the principals should have a diploma from the normal school (including a vocational school specializing in preschool education) or obtain a teacher professional qualification certificate. In addition, they should have some organization and managerial competence and practical work experience. The principals are responsible for the overall work of the educational institution, including organizing and guiding parents. It is emphasized again that the principal should hold regular garden affairs meetings to strengthen democratic management and supervision (Pang, 2009). The promulgation of this regulation plays an important role in strengthening scientific management within the educational institution and improving the quality of protection and education. However, the

requirements for principals are more focused on their management experience, and lower requirements for their academic qualifications and management theory.

In order to promote quality education in educational institutions and improve the quality of education in an all-around way, the Ministry of Education issued the “Guidelines for the Guidance of Education (Trial)” (MoE, 2001) 2001. The outline mainly divided education into five fields, including language, art, society, health, and science. The objectives, contents and requirements, and guiding points of the five fields are proposed. This is a guiding document that instructs teachers to transform the educational thoughts and ideas in the educational rules into educational behaviors. It does not explicitly mention the managerial competence of principals, but involves that principals and teachers should guide educational activities.

In March 2003, the general office of the State Council forwarded the “Guiding Opinions on the Reform and Development of Early Childhood Education” (CPG, 2003). This document depicts the goals of China’s early childhood education reform and development in the early 21st century. In terms of management, educational institutions are required to establish mechanisms to promote the continuous improvement of teachers’ professional level. This document guides the education management of educational institutions from the macro level.

In general, this stage still attaches importance to education and teaching activities and is more specific and detailed. For the management of educational institutions, in addition to general affairs and financial management, special attention is paid to the management of teachers. There are preliminary provisions on the entry criteria for principals, and the status of the principals is firmly established. However, the regulations on the managerial competence of principals lack operable standards and do not fully reflect the professional level of the development of principals.

The perfecting period. The professionalism of the principals is emphasized, and their managerial competence is further clarified.

From 2010 to now, it is a perfect period for policies and regulations. The State Council issued the “Several Opinions on Current Development of Education” in 2010, which mainly provides for the deployment of teacher management, fee management, and access management in preschool educational institutions (MoE, 2010). As the general program for the development of preschool education in the new era, the opinions opened the prelude to the high and intensive introduction of China’s preschool education policies and regulations.

In November 2012, the Ministry of Education and other departments jointly issued the “Opinions on Strengthening the Construction of Teachers”, which specifically proposed the establishment of a qualification system for principals (MoE, 2012). The promulgation of the regulation indicates that the relevant departments have begun to pay attention to the professional level of the principal, and set about developing relevant standards. Subsequently, the professional standards of principals were issued, which is the basic requirement for the professional quality of qualified leaders of educational institutions and the basic criterion for leading the professional development of principals (MoE, 2015). Also, it is an important basis for formulating the qualification standards, training curriculum standards, and evaluation criteria for principals. Six core areas of work and professional responsibilities that the principal should focus on were established in this standard. The specific requirements for the optimization of the internal management of principals are also put forward, which also marks the establishment of the professional status of principals.

In 2016, the Ministry of Education issued the revised “Working Regulations for educational institutions” (MoE, 2016), which stipulated that the principals should have the teacher qualification stipulated in the regulations on teacher qualification, college degree or above, more than three years of educational experience and certain organizational managerial competence, and obtain the principals’ job training certificate. The principals are responsible for the overall work of the educational institution, and their main responsibilities are explained.

From 2010 to now, the density of the document issued is big and the number

is large. Taking 2010-2018 as an example, the policies and regulations introduced in the past eight years exceed the comprehensive policies and regulations over the past 30 years. The policy documents cover a wide range of issues and some of the past documents and regulations have been revised in accordance with the requirements of social development. The promulgation of professional standards of principals not only affirmed the professional status of principals but also specifically divided and elaborated on their managerial competence. However, there is still a lack of methods and techniques that can be used for reference and operability if principals meet the requirements of improving managerial competence.

By analyzing the policies and regulations on the managerial competence of principals during the 41 years of China's reform and opening up, it is found that the status of the principals' responsibility system has been consolidated and strengthened, and the requirements for entry standards and managerial competence have also been continuously improved with the social development. Through a comprehensive review of a series of policies and regulations, although the state council and the ministry of education have begun to pay attention to the professional quality and managerial competence of principals, there is still a lack of operable methods for principals to meet the requirements of relevant national departments for their managerial competence. This dilemma will also make some of the principals, especially the leaders of rural educational institutions, seem at a loss for what to do, and there will be certain difficulties in implementation.

The organizational structure of educational institutions. In China, educational institutions are governed by a system of principals. The principal's responsibility establishes the central position of the principal in the educational institution, and in addition to the principal, other organizational structures within the educational institution establish leadership relationships and division of authority through the establishment of appropriate institutions and rules of activity (Liu, 2015). Organizational structure refers to the pattern or interconnected framework of the constituent elements and the way they are combined within the



organization in order to achieve organizational goals.

In recent years, influenced by the ideas of learning organization and democratization of management, many organizations have begun to seek changes and the organizational structure has shown flattening characteristics. The existing single-section hierarchy structure has shown more defects in the education system, highlighted by the strict hierarchical management advocated by the section hierarchy, which makes the grassroots teachers little opportunity to intervene in the management's decision-making, and the autonomy and creativity of the grassroots teachers are restricted. Compared with the section hierarchy, flattening the organizational structure can reduce the management level and increase the management range, which aims to establish a compact horizontal organization and achieve the purpose of making the organization flexible, agile, flexible, and creative.

Generally, the flat organizational structure model is divided into three levels, including the decision-making level, coordination level, and executive level. Specifically, different types of educational institutions differ in terms of institutional settings, management levels, division of functions, and staffing. Each educational institution sets up its organizational structure according to its actual conditions and staffing status, and cannot be generalized. Figure 1.4 provides a preschool educational institution's organizational structure.

As can be seen from figure 1.4, the organizational structure of preschool educational institutions shows flattening characteristics. However, the organizational flattening of educational institutions is not the result of organizational structural change and optimization, but a natural choice because of the relatively small number of classes and the small size of educational institutions. If this organizational characteristic is only a product of unconscious, natural choice, it cannot fully exploit the advantages of organizational flattening. In a flat organization, as the management range increases, the management difficulty also increases, and the flat organization that only remains in the form is likely to cause the principal to face the decision-making and management of many affairs in the

educational institution alone so that the principal's workload increases exponentially and he/she falls into a busy situation.

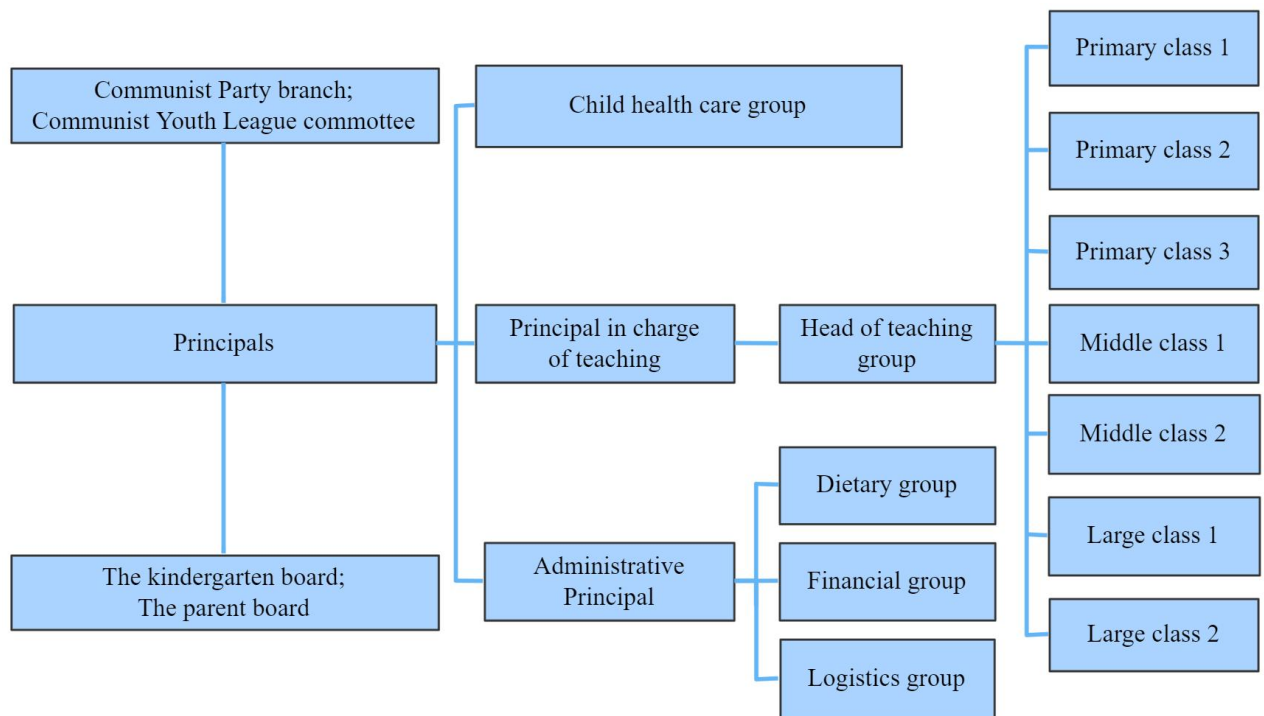


Figure 1.4 - Organizational structure of a city experimental educational institution

*Source: formed by the author*

Therefore, the advantages of organizational flattening in educational institutions still require the principal's efforts to improve his or her managerial competence and to optimize and adjust the organizational structure of the educational institution, making the rationalization of the educational institution organizational structure a long-term, difficult and significant change that must be adjusted and improved hierarchically and rationally to gain benefits.

In addition to the differences in institutional nature, orientation and administrative organization, the composition of organizational members is one of the important qualities of preschool educational institutions compared to schools. Preschool educational institutions are institutions in which women are the main organizational members, and within them, almost all of the full-time teachers and other employees are women, and most of the principals are also women. In the field of education, teachers are also predominantly female in absolute proportion and number worldwide, with the absolute number and relative size of male

teachers being very low. For example, only 2.5% of ECE teachers in the United States are male (BLS, 2020) and the proportion of male full-time teachers in China is only 2.21% (MoE, 2020). Relevant research analysis indicates that the imbalance in the gender ratio of teachers in ECE is influenced by social, family, gender traits, and economic aspects, and is a result of social and cultural expectations and patterned expectations of gender constructs, such as the gender division of labor and gender stereotypes all lead to the feminization of the gender structure of teachers (BLS, 2020) and reflect the characteristics of female culture (Suo, Meng, & Shi, 2017). The feminization of the gender structure of teachers not only affects the physical and mental development of young children, but also harms the social status of teachers themselves, resulting in low income in the labor market, low professional prestige, and lack of protection of their autonomy, which in turn leads to a shortage and loss of male teachers (Xu, 2006).

The culture of teachers reflects a feminine culture that is necessary for the growth of young children, but it is also becoming apparent that some feminine culture has a negative impact on the development of young children. There is no denying that some of the innate maternal feelings that women have are necessary for the development of young children compared to men and that the emotional characteristics that women focus on contributing to a harmonious teacher-child relationship. Women's qualities of gentleness, patience, and meticulousness make them better suited for this job. However, an all-female culture in educational institutions is not conducive to the gender identity of young children, nor is it conducive to the promotion of gender qualities that contemporary society promotes and recognizes in men, such as masculinity, courage, risk-taking, and competition (Yan, 1995). At the same time, this all-female organization can also create difficulties for management, for example, "working and living in a same-sex environment for a long time, teachers are prone to develop habits of interaction that compare and secretly attack each other, and also somehow make the educational institution an extremely 'overweight' place in terms of emotional intensity and various irrational. The teachers are also prone to form the habit of

comparing each other and secretly attacking each other. The problem is that educational institutions are the place where women are the most important part of the school (Wang, 2009). Therefore, it is necessary to establish a good organizational culture and flexible management in educational institutions, which are mainly composed of women.

Educational institutions are prominent in terms of all-female teachers due to gender imbalance. In addition, compared to primary and secondary school teachers, there is greater staff turnover and lower professionalism within preschool educational institutions (Stoyanets & Xia, 2019). In China, the educational function of educational institutions has developed from the initial nurturing and caregiving to professional early childhood educational institutions. In practice, however, teachers have been in an awkward situation of low social status and low salary, which has led to the high mobility of the early childhood teaching force and difficulties in absorbing outstanding talents. Many teachers in educational institutions do not have a formal establishment and are competitively recruited to obtain this "scarce resource", which makes the working atmosphere in educational institutions very tense and competitive, and many teachers report that they have poor interpersonal relationships with other colleagues, which affects their normal work and leads to burnout. In addition, with a large proportion of contract and temporary staffing in the educational institution teaching force, many teachers are in fact "completely free" and could leave the educational institution jobs at their option.

In terms of economic treatment, although the labor income of teachers varies according to the level of regional economic development, it seems that, in general, the salary of teachers is in the middle and low level in all regions, and there are more contract and temporary workers, so there is no way to talk about welfare benefits. In a situation where both social status and treatment are low, many teachers have the idea of leaving their jobs and changing careers. Primary teaching jobs are not very attractive to students, and even among semester education graduates, some choose not to become teachers. And when they do enter the ECE

profession, there is a greater turnover after one year (Pan & Tang, 2006). Some of the best teachers with work experience also seek better job opportunities to jump ship or move to other industries after some time. As a principal, in order to better lead institution development, it must first focus on the internal management of the organization. With the development of society and the attention of the state, the above-mentioned series of problems will gradually be solved, but the principal cannot simply rely on, and wait for, the adjustment of macro policies. Under the existing conditions, the situation faced by principals is complex in terms of how to enhance the professionalism of teachers and strengthen the stability of the teaching force based on the actual situation in educational institutions. Therefore, the requirement to improve the managerial competence of the principal is much more urgent.

In addition, in terms of the way of working, there are three workers in a classroom at the same time, including the main teacher, the sub-teacher, and the caregiver. The main teacher is usually an experienced teacher with a high level of education and teaching, the sub-teacher goes to work with the main teacher, and the caregiver is mainly responsible for the daily life of the children. In educational institutions, the primary and secondary teachers and caregivers are the three most closely connected in terms of space and time and must work together to achieve optimal performance. Because young children are young, have poor self-care and self-protection skills, and require adult supervision at all times, teachers generally enter their classes and rarely leave their classes until the end of the day, which results in a general lack of time and opportunities for communication and time together between teachers in different classes and between the principal and teachers in educational institutions. Therefore, forming a harmonious and cooperative atmosphere and breaking the poor communication between members of the organization are prerequisites for the principal to lead the educational institution to gain development and achieve the vision. All of these factors pose a challenge to personnel management.

## 1.2. Foreign experience of personnel management to Chinese educational institutions

Experience in personnel management in Europe. The diversity of institutions in the UK is unparalleled in many countries around the world, and this has made education in the UK a worldwide leader, see table 1.5. The Early Childhood Voucher Program has made it possible for more teachers to enjoy the right to education and has been a major feature in the history of education in the UK.

Table 1.5 - Types of primary educational institutions in the UK

Child care facilities	Educational institutions
Full day care	Elementary schools with both nursery and preparatory classes
Time-sensitive conservation	Elementary schools with preparatory classes only and no infant classes
Out-of-school care (after-school clubs and holiday clubs)	Preschool educational institution
Children's center	--
Caregivers of young children	--

*Source: prepared by the author based on Huo and Sun (2015)*

For the diversity of preschool providers, the UK government has established standards for the levels of qualifications that preschool staff should hold concerning childcare services. The National Standards for Day Care and Home-Based Care for Children under 8 years of age, introduced in 2003, set 14 national standards for each type of care setting, including the minimum levels of qualifications required for each type of staff working in care services. The Early Childhood Foundation Stage, which replaced the National Standards for Day Care and Home-Based Child Care for Children under 8 years of age in September 2008, also sets clear requirements for the qualification levels of staff in different childcare settings (Huo & Sun, 2015). In the educational institution class, the staff is divided into 3 levels: assistant, caregiver, and teacher, where the teacher must be a 4-year university graduate with a bachelor's degree in education, and the assistant and caregiver must have 2 years of pre-service training. In particular, it is

important to note that not only do educational institutions require professional training for those who come into direct contact with children, but also for the wait staff in the cafeteria and the librarian in the library. At the same time, all institutions that provide care for children aged 0-5 should meet this statutory requirement. These establish a statutory basis for employing staff in educational institutions and provide strong assurance of the quality of the educational force. Teachers in the UK enjoy benefits comparable to those of primary and secondary school teachers, which has become one of the most important conditions for early childhood education to be able to retain the best talent.

For the management of teachers in the UK, all educational institutions in the country evaluate teachers based on the professional standards for teachers. The evaluation classifies teachers into five levels of proficiency based on different criteria: qualified teachers, core teachers, core teachers, excellent teachers, and senior teachers. Each level evaluates teachers according to three areas: professional attributes, professional knowledge, and professional skills (Li, 2009). In addition, for the year-end evaluation and evaluation of teachers, in addition to the quantitative evaluation, there is a written report of the overall evaluation of teachers, and the written report is also fed back to teachers. In this way, teachers are more aware of their strengths and weaknesses, as well as their future directions. At the same time, teachers can complement each other and parents in their role as educators that guide the home education of children (Tima, 1988).

In addition, the UK pays particular attention to the development of the principal team, clarifies the educational force development strategy, and strives to build a team of highly educated leaders is also a worthy reference for the UK educational institutions. In the current strategic plan for the development of the British children's workforce, the professionalism of leaders in early childhood care and educational institutions has become a core concern of the government and has been incorporated into the early childhood workforce development strategy. This strategy has been repeatedly reaffirmed in policy texts such as Plan for Children: Shaping a Better Future, Building a Better Tomorrow. The National Strategy for

Children and Young People's Work 2020 is to achieve at least one early childhood professional leading early childhood learning and development in every full-day care setting by 2015, and, at least two such highly educated professionals in full-day care settings in disadvantaged areas. A clear development strategy identifies the current priorities for development. Under this strategy, the government has set up a special financial allocation and the Child Worker Development Committee has assisted with training to build a team of highly educated leaders to guide childcare practices and improve the overall developmental achievement of children.

Finland was the first Nordic country to educate children. The education of children is paid for by national and local finances, and parents often do not have to pay (Li, 2014). Also, from the results of the Program for International Student Assessment (PISA) published by the Organization for Economic Cooperation and Development, Finland ranked top in all four PISA tests from 2000-2009 (OECD, 2013). Among European and American countries, Finland is the only country that has consistently scored in the top three overall. The "four highs" of Finnish teachers form a virtuous circle. Finnish teachers have a high educational background and a high social status, which promotes Finnish teachers to have a high sense of responsibility and a sense of mission in teaching. The high level of teaching makes Finnish teachers win a high degree of trust in society and thus have a high degree of teaching autonomy.

In Finland, playing is the most important thing for children in educational institutions, and this takes the form of both free play and teacher-directed play. The principal is a participant in the design of the children's play. The principal respects the teacher's independent design of play activities. principals are fully involved in front-line play activities. In daycare centers, the principal is involved in the daily activities of the different classes throughout the day on a biweekly basis and uses the time before the children enter, after their nap, and after they leave the school to attend to the school's business. In some of the larger educational institutions, the principal is also involved in as many mixed-age group activities as possible before breakfast, at lunchtime, and after meals (Liu, 2018). Principals are more concerned



with guiding instruction through team building and information provision rather than controlling teachers' instruction through inspection and quantitative grading (Wang, 2018).

In the area of co-education and communication, the educational institution also develops individual plans for the child, taking into account the diversity of the family, the individual needs of the child, and the personal circumstances of the guardians and parents. The guardians participate with the teachers and the children in the planning, development, and enhancement of early education activities and goals, which is a form of "personalization" of early childhood education and, on the other hand, makes the purpose of early education for children a reality. The focus of the individual plan is to give children the experience of success, the joy of learning in early childhood, and the development of self-esteem, self-expression, and social skills while providing adequate education and care for children.

Norway is considered to have one of the highest levels of gender equality in the world, ranking second in the world for gender equality after Iceland according to the Global Gender Gap Report 2020 (WEF, 2020). Norway has been recruiting male teachers and teachers in various ways since the 1970s and has increased the proportion of male teachers from 5.7% in 2003 to about 20% today (Dagor, Siana, & Wang, 2010; FCT, 2020), becoming a global leader. Norway's achievement is inextricably linked to its social development and a series of measures to encourage men to work in educational institutions, which in turn provide useful lessons for other countries and regions to break the gender imbalance in teachers.

The salaries of teachers and elementary school teachers in Norway, although not linked, are also largely similar, with teachers earning 0.9 times the salary of elementary school teachers (Liu, 2018). Policies to reduce the wage gap have also been developed in recent years. For example, since 2002, the average monthly salary for all different positions in public educational institutions has increased by 50-70%, with the largest increases occurring in the highest-paid positions (OECD, 2020). Today, teachers in Norway are among the highest-paid teachers in the world, with higher salaries than many other professions. According to Statistics Norway,

the average salary for teachers in 2016 was 450,000 Norwegian kroner (about \$47,777) per year, well above the national average salary (RTK, 2020).

In Norway, the education system actively directs males to certain teacher training colleges to create a concentration that unites male students rather than allowing them to participate alone in female classes. As more and more male students apply, it becomes much easier to bring male students together in one class. Norwegian teacher training colleges are allowed to establish their distinctive curricular models according to the teacher Education Syllabus and are entitled to offer multi-disciplinary or interdisciplinary courses within certain limits. The University College of Bergen, for example, established a linear curriculum model in 2003 focusing on outdoor sports and art courses, intending to increase the competence of teacher-training students in these specialized areas (Dagor, Siana, & Wang, 2010). The emphasis on outdoor sports courses is a clear manifestation of the emphasis on outdoor activities and play in Norwegian educational institutions, and is also very popular with teacher-training students, especially male teacher-training students, and facilitates the teaching of boys directly after they enter educational institutions. The curriculum in teacher training colleges is also designed to equip male students with the confidence, awareness, skills, and support networks to work well with colleagues (mainly women) and parents of young children in a highly feminized environment. In the daily school day, college faculty and administrators actively incorporate images of male teachers into the classroom, for example by displaying images of men who work in nurturing and caregiving in the classroom hallways in addition to presidential posters (Suo & Wang, 2021). In order to encourage male students to view educational institution teaching as a profession, a living role model, rather than a virtual one, is needed to give them an idea of what it is like to be a male teacher.

Although some males may receive professional development during the pre-service period, they may be less motivated to teach due to the "reality shock" of the gender culture in the workplace at the time of entry or after entry and may choose to quit teaching due to the "glass ceiling effect" in teachers' career development,

which may reduce their motivation to teach. For this reason, Norwegian educational institutions use a "positive discrimination" system to provide a "male-friendly" recruitment policy and career development environment. In the recruitment of male teachers, the Norwegian Gender Equality Act allows for "Positive Discrimination" in favor of male applicants for educational institution jobs (Brownhill & Warin, 2016). For example, if two applicants have the same qualifications, male candidates are favored. The Men Recruit Men strategy for recruiting male teachers has also been shown to be effective. That is, once men are hired, it is much easier to recruit more men. It also helps to recruit male teachers if the manager is male (Hoel, & Johannesen, 2020). Since the spirit of gender equality is the basis of Norwegian culture and policy-making, it is considered normal for men to teach in ECE institutions and there is no "stigma" attached to it. In addition to professional requirements, any person seeking a position in an ECE facility must provide a police certificate stating that the person has not previously been charged with sexual abuse of a child. The police certificate of the person who has not previously been charged, prosecuted, or convicted of sexual abuse of a child, and the police certificate of the person whose presence in the educational institution is regularly checked by the municipal authorities (MER, 2011). The high requirements for male teachers at the beginning of their employment and the attention paid by educational institutions to male teachers after their employment are also one of the reasons for male teachers in educational institutions to be able to work at ease.

Experience in personnel management in the Americas. The United States is one of the most economically advanced countries in the world, and its gross national product and per capita income are at the top of the world's economic development list. Educational institutions in the United States can be divided into three systems: the public system, the private system, and the Early Head Start program. The public education system is based on educational institutions and child care programs; the private system is a market-oriented, service-purchasing system that serves children from age 0 to compulsory education; and the Head

Start program is designed to help underprivileged children (Huo & Sun, 2015).

All 50 states in the United States require a minimum of a bachelor's degree for teachers to be qualified, and some states also require courses or certification in early childhood (Ackerman, 2004). Public teachers have relatively higher working conditions, income levels, and benefits than teachers in other childcare and education settings (LRE, 2014). U.S. educational institutions pay special attention to disadvantaged groups, increasing early compensatory education for disadvantaged children and efforts to provide the appropriate education for children with disabilities. In the educational institution-family partnership, teachers and families work together in a two-way relationship. Parents play the role of supporters and participants in educational decision-making. Parents not only assist educational institutions in educational cooperation as supporters and volunteers, such as visiting educational institutions, attending parent-teacher conferences, and raising funds for educational institutions but also participate directly in the management of educational institutions as decision-makers, such as participation and final review of opinions on various management systems of educational institutions, teacher appointment and evaluation, educational content and goal setting, etc., whose main content concerns the main aspects of children's education and their quality (Li, 2019).

Located in the northern half of North America, Canada is a culturally and ethnically diverse country of immigrants (MCI, 2011). In Canadian education, educators are encouraged to design and integrate the curriculum of children's education with a multicultural perspective, which is a uniquely Canadian model of cultural education (He, 2013). The core of the Canadian curriculum is to promote the development of socialization, which means that children are encouraged to be exposed to society and things so that they can explore and gain direct experience through exposure. Canadian education places great emphasis on pre-service and in-service training for teachers, who are trained to be knowledgeable about the cultural diversity of Canadian society, including language, ethnicity, religion, wealth, social class, and regional interests; to understand the relationship between

school organization and cultural differences, to have a basic knowledge of racial prejudice discrimination and to be able to design instruction to eliminate it, and to have the ability to communicate about culturally degrading topics such as racism (He, 2013).

At the same time, Canadian educational institutions are concerned with the development of children, attach importance to communication with families, and have a good attitude and enthusiasm for attracting students and gaining the trust of parents. For example, through the ANCHOR program (Addressing, Need, Children, Observation, Response), parents are helped to deeply understand the characteristics of their children. They also help parents to keep track of their children's school activities through notes, etc. (Li, 2014).

Experience in personnel management in Asia. Malaysia is an Asian country along China's "One Belt, One Road" and a multi-ethnic country composed of Malays, Chinese, Indians, and others. With the unique background of multi-racial and multi-cultural coexistence and the clash between East and West, tradition and modernity, Malaysia has gradually established a large-scale, diverse, multi-level, unique, and integrated education system to meet the needs of lifelong education. There are two types of educational institutions in Malaysia: public and private. The former is managed by the government, but it is not a specialized institution because the manager is not a professional, and the management organization is not a specialized institution. The latter is managed directly by the founder, or by an education committee established by the founder. The Malaysian government requires that teaching staff in charge of education must have professional training and qualified professional certification. In particular, the National Association of Education trains teachers of all types for up to three years (Wang, 2016).

In September 2012, the Malaysian Ministry of Education issued the Education Blueprint 2013-2025, which proposes to improve the quality of preschool education and achieve 100% enrollment by 2020, and to raise the entry barrier for teachers so that only the top 30% of graduates can enter public schools starting in 2013. Starting in 2013, competence-based principal selection criteria

were implemented, the re-election process for principals was standardized, more support was given to schools and principals who achieved improved student learning outcomes, greater operational flexibility was given to curriculum and program leaders, and a clearer accountability mechanism was emphasized (Yang & Hong, 2018).

Pre-service training for teachers in Malaysia is mainly conducted by a range of institutions that fund early childhood education, and different training institutions, although the content and duration of the training vary, all focus on in-service training (Li, 2014). This also poses certain challenges to the management of educational institutions.

As one of the world's largest developing countries, China has made great strides in education. By 2020, there will be 292,000 educational institutions in China, an increase of 10,000 or 3.8% over the previous year. Among them, 234,000 educational institutions are inclusive, accounting for 80.2% of educational institutions nationwide. A total of 17.914 million children were newly enrolled in preschool education nationwide. A total of 48.1826 million children were enrolled in preschool institutions, 1,044 million more than the previous year, an increase of 2.2 %. Among them, 40,828,000 children in inclusive educational institutions, an increase of 4,999,000 over the previous year, an increase of 14.0%, accounting for 84.7% of the nation's children in educational institutions. In 2020, the proportion of elementary school enrollment that had enrolled in preschool education was 99.5%. There were 2.913 million full-time teachers nationwide, an increase of 150,000 or 5.4% over the previous year. The student-teacher ratio decreased from 15.9:1 in the previous year to 15.5:1. The full-time teacher qualification rate (high school and above) was 98.6%, with the proportion of teachers with special education and above increasing from 82.7% in the previous year to 85.0% (MoE, 2021). For the qualifications of principals, China has implemented a qualification system for principals. principals should have a teaching qualification, a college degree or higher, more than five years of experience as a teacher or educational institution manager, and a certificate of qualification from the training for

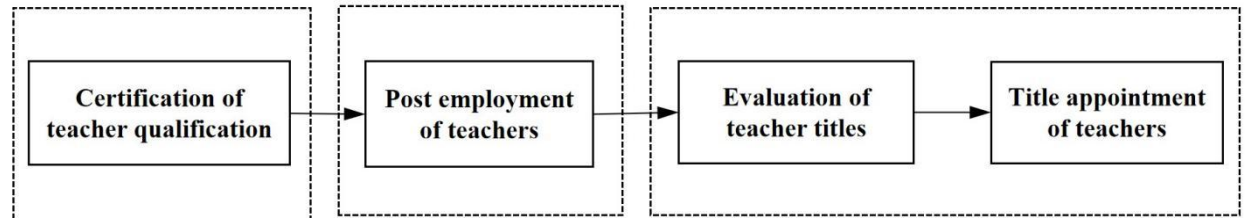
principals organized by provincial education administrative departments (MoE, 2020). To solve the problem of "different remuneration for equal work", local governments have explored ways such as financial appropriations per student, special subsidies, and government purchase of posts to narrow the pay gap between the two types of employment. The Joint Committee has also been working on the development of a new approach to teacher education (Xia & Shen, 2021).

### **1.3. Evolution and development of methodological approaches for personnel management in Chinese educational institutions**

Due to the rapid pace of technological change and social innovation, the organizational structure and personnel management of educational institutions are also facing important institutional changes to continuously meet the needs of achieving the overall goal of education in the whole society (Lao, 2015). Managers need to have systematic personnel management solutions to deal with various difficulties encountered in the development of education reform and overcome the impact of system reform on the participants in the educational process to ensure the right direction for education (Zhi, 2022). The method of personnel management of educational institutions needs to be based on the guiding regulations and opinions of the state. Therefore, it is necessary to review the methodical approaches used in the main process of personnel management in Chinese educational institutions based on the relevant personnel management system.

- Selection and recruitment. All movements in progressive societies have hitherto been a movement from identity to contract (Maine, 1961). This assertion applies equally to the selection of teachers in educational institutions and the development of the corresponding system. Establishing a series of teacher selection system to enrich the teaching staff is the primary content of personnel management in educational institutions, and is essentially a movement from identity to contract, which mainly includes the teacher qualification system, teacher employment system, and teacher professional title system. The establishment and

implementation of these systems clarified teachers' career development and identity management, that is the transition to post management and the transition from administrative management to legal management, see figure 1.5.



Teacher qualification system    Teacher employment system    Teacher professional and technical position system

Figure 1.5 - Relationship between teacher career process and appointment system

*Source: prepared by the author*

Teacher qualification system. In 1995, China's "Education Law" was promulgated, which stipulates that "the state implements the teacher qualification system". The 1994 "Teacher Law of China" stipulates the basic conditions of teacher qualifications, the educational requirements of different teachers, physical conditions, and the accreditation institutions and powers of teacher qualifications. The teacher qualification system is China's legal teacher professional licensing system, which reflects the country's basic requirements for professionals specializing in education and teaching. The main contents teacher qualification system in China is listed in Table 1.6.

Through the identification and issuance of teachers' laws and teachers' professional qualification certificates, the standards of teachers' professional qualifications, teachers' rights, obligations, responsibilities, and teachers' pre-service training, in-service training, and appointment management are all brought into the legal system. This not only improves the professional standard of teachers but also preserves the sanctity of teachers' professional tradition and its status in modern society. At the same time, it also prompts individual teachers to continuously shape and improve themselves, and improve their quality, so as to achieve social satisfaction. The popularization of teachers' professional qualification certificates has promoted the formation and development of the



teacher resource market and gradually attracted more outstanding teachers to choose the teaching profession, which provided a guarantee for the talent resource foundation for the construction of the teaching team.

Table 1.6 - Requirements for different types of teacher qualifications

Classification	Requirements for obtaining teaching qualifications		Legal reasons for revocation or disqualification of teacher qualifications
	Minimum education requirements	Moral and competence requirements	
Teacher qualification	Primary normal school graduates	Qualified in ideological and moral identification;  Qualified in educational and teaching ability;  Qualified in the level of Mandarin;  Qualified in physical examination	Disqualifying qualifications of the teachers subject to criminal punishment;  Revoking qualifications of the teachers with unethical conduct
Primary school teacher qualification	Secondary normal school graduates		
Junior middle school teacher qualification	Normal specialized postsecondary college or other junior college graduates		
Senior middle school teacher qualification	Normal undergraduate college or other university undergraduates		
Secondary vocational school teacher qualification			
Qualifications for teachers in higher educational institutions	Postgraduates or university undergraduates		

*Source: prepared by the author based on relevant law in China*

Teacher employment system. In 2002, the State Council forwarded the "Opinions of the Ministry of Personnel on the Trial Implementation of the Personnel Employment System in Institutions", which specified a series of key issues in the employment of teachers, including the scope of implementation, the open recruitment mechanism, personnel employment procedures, the content of employment contracts, assessment system, management mechanism, dismissal and resignation system, handling of personnel disputes, and placement of unemployed personnel, etc. This document has completely changed the administrative appointment management method that has been followed for decades in colleges and universities from the institutional level and empowered the recruited personnel

to move. In 2005, the Ministry of Personnel issued the "Public Institution Employment Contract (Model)", which marked that the principal provisions of the teacher employment system had concrete employment contract terms and content, and effectively safeguarded the legitimate rights and interests of institutions and employees. The selection process of teaching staff in educational institutions is shown in figure 1.6.

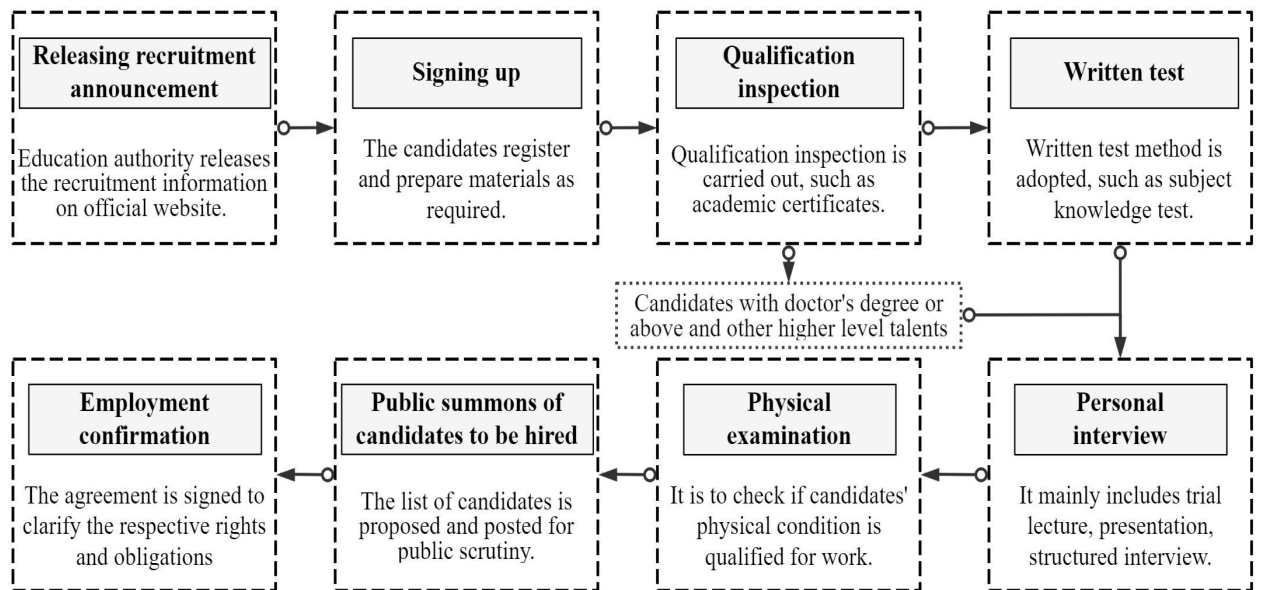


Figure 1.6 - Selection process of teaching staff in educational institutions

*Source: prepared by the author based on official website information*

Reasonable determination of authorized strength and posts is the premise for educational institutions to implement the teacher employment system. The management of teaching staff in Chinese educational institutions mainly adopts the method of authorized strength management. The authorized strength is a way for the state to check the number of teaching staff according to the number of students in different regions and different educational institutions. It aims to scientifically allocate the teaching staff and effectively utilize the national financial resources. The staff with authorized strength means that the staff has a capacity similar to that of national civil servants.

On the whole, according to the teacher-student ratio stipulated by the state,

the current number of teachers in educational institutions is in a state of overstaffing. However, due to various reasons such as the flow of teachers caused by the unbalanced development of regions and urban and rural areas, the actual situation is that many school teachers are seriously understaffed. With the development of the market economy, the scale of some educational institutions and the number of students has been expanding, and the demand for administrative personnel and logistics personnel has also increased. However, the existing number of authorized strengths has been unable to meet the actual number of teaching staff. It has prompted the emergence of personnel relations outside the authorized strength in educational institutions, such as personnel agencies, government procurement of service posts, labor dispatch, and temporary employment.

Posts are the foothold of the teacher employment system and represent the actual needs of educational institutions. Improving the post management mechanism of colleges and universities is also the key work of the reform of the employment system of college teachers. Post setting and its hierarchical management include four closely related work links, that is, setting posts on demand, competing for posts, hiring by posts, and contract management. In 2006, the Ministry of Personnel issued the "Trial Measures for the Management of Post Setup in Institutions" to implement a post management system in institutions. In 2007, the Ministry of Personnel and the Ministry of Education jointly issued the "Guiding Opinions on the Management of Post Setup in Colleges and Universities", which proposed the general post grades in colleges and universities, as shown in table 1.7. Teacher professional title system. The establishment and improvement of the professional title system for teachers have become an important part of the reform of the personnel system in colleges and universities. In 1986, The State Council issued the "Provisions on the Implementation of the Employment System for Professional and Technical Titles", which for the first time put forward the concept of professional title system and clarified the requirements for setting up professional and technical posts, the corresponding duties and conditions of holding the post, and the salary standard.

Table 1.7 - Comparison of post grades in higher educational institutions

Teacher post		Other professional and technical posts		Management post		Logistics post	
Professional title grade	Post level	Professional title grade	Post level	Administrative title grade	Post level	Logistics title grade	Post level
Professor I	1	--	--	Provincial or ministerial level	1	Technician I	1
Professor II	2	--	--	Deputy provincial or ministerial level	2	Technician II	2
Professor III	3	Senior title III	3	Department level	3	Technician III	3
Professor IV	4	Senior title IV	4	Deputy department level	4	Technician IV	4
Associate professor I	5	Deputy senior title I	5	Division level	5	Technician V	5
Associate professor II	6	Deputy senior title II	6	Deputy division level	6	General technician	0
Associate professor III	7	Deputy senior title III	7	section level	7	--	--
Lecturer I	8	Intermediate title I	8	Deputy section level	8	--	--
Lecturer II	9	Intermediate title II	9	Staff member	9	--	--
Lecturer III	10	Intermediate title III	10	Clerk	10	--	--
Assistant I	11	Junior title I	11	--	--	--	--
Assistant II	12	Junior title II	12	--	--	--	--
--	--	Member	13	--	--	--	--

*Source: prepared by the author based on official website information*

Teachers' professional titles have the structure ratio of high, middle, and junior posts, which is the basis for determining teachers' wages and benefits. A person who obtains a certain professional title must have specialized professional knowledge and a corresponding academic level. Therefore, the responsibilities of various professional titles, the evaluation procedure of qualifications, and the appointment or appointment are specified. The professional titles in educational institutions at all levels are listed in table 1.8.

In the past, the professional titles of primary and secondary school teachers were set independently. After the reform, the two will be unified into the newly established series of teacher titles for primary and secondary schools (including preschool). In the reform, for the first time, teachers of primary and secondary

schools (including preschool) have been added with senior titles. This is an important measure to improve the professional status of primary and secondary school teachers and motivate more highly educated and high-quality talents to engage in primary and secondary education.

Table 1.8 - List of professional titles and post grades of teachers

Educational institution	Professional title				
	Senior title		Intermediate title	Junior title	
	Senior	Deputy senior		Assistant	Member
Teachers of colleges and universities	Professor	Associate professor	Lecturer	Assistant	--
Secondary professional school teachers	--	Senior lecturer	Lecturer	Assistant lecturer	Instructor
Teachers of primary and secondary schools (including preschool)	Senior teacher	(Deputy) senior teacher	First-grade teachers	Second-grade teachers	Third-grade teachers
Experimental technician	--	Senior experimentalist	Experimentalist	Assistant experimentalist	Experimenter

*Source: prepared by the author based on official website information*

Training and professional development. Excellent teachers are the most important human resources of educational institutions and the key element to achieving organizational goals (Wang & Yan, 2022). However, the growth process of excellent teachers is long-term, complex, and staged, and it is by no means achieved overnight. Teacher training is an important way to improve the overall quality of teachers and the level of personal professionalism. In personnel management, it is necessary to fully understand the progressive nature of teachers' growth, to create resources for teachers' growth, and to provide training opportunities and a platform for professional development. The Teachers Law stipulates that it is the right and duty of primary and secondary school teachers to participate in training. In 2011, the Ministry of Education's "Opinions on Vigorously Strengthening the Training of Teachers in Primary and Secondary Schools" clarified the overall goals for the training of all teachers in primary and secondary schools, including pre-service training for new teachers, in-service training for in-service teachers, improve the training of key teachers, improve the educational level of teachers, vigorously strengthen the special training of head

teachers.

At present, all parts of China have formulated local continuing education regulations for teachers according to local conditions and formed an institutional guarantee system for teacher training and professional development in primary and secondary schools. Teacher training for primary and secondary schools in China is organized and implemented by normal colleges and universities, teacher training institutions, and other qualified institutions of higher learning under the leadership of government education administrative departments at all levels.

*Pre-service training* is of great significance for new teachers to integrate into the team more quickly and to perform their duties well. At the national policy level, clear requirements for pre-service training are also made. Only after reaching a certain number of hours and passing the evaluation can obtain the teacher qualification and start teaching.

Specifically, educational institutions at different levels have made clear regulations on pre-service training.

Pre-service training for teachers in universities and colleges.

- Policy document: “Notice on Launching and Implementing the National Training Demonstration Project for Newly Recruited Teachers in Colleges and Universities”.

- Objects: Newly recruited full-time teachers of undergraduate colleges and universities affiliated with the central and western regions, as well as the heads of the provincial education administrative departments in charge of college teacher training and trainers from provincial training institutions.

- Content: Three modules including "professional philosophy and norms", "teaching theory and skills", and "information technology and application".

- Methods: A hybrid training method combining "special lectures + practical teaching + return-to-post teaching and research" is adopted.

Pre-service training for primary and secondary school teachers.

- Policy document: “New Teacher Orientation Guide”.

- Objects: Mainly targeted at rural special post teachers and public-

funded normal students in primary and secondary schools with less than three years of teaching experience

- Content: Four dimensions including professional understanding and practice of teachers' morality, teaching routine and teaching practice, class management and moral education experience, teaching reflection, and teaching research foundation. An additional dimension of compensation for educational theory and professional knowledge was added for teachers with non-normal majors.

- Methods: Two to three years of progressive training, including centralized training, in-service learning, and practice, follow-up guidance, etc.

Pre-service training for preschool teachers.

- Policy document: “Guidelines for the Implementation of Standardized Training for New Teachers”

- Objects: Newly recruited teachers

- Content: 18 training topics around 4 modules of teacher's moral cultivation and professional belief, early childhood research and support, early childhood care and education, educational research, and professional development.

- Methods: Coaching (concentration), mentoring (base), garden-based (returning to work), workshops, sharing sessions, etc.

*In-service training* refers to an organized behavior of professional knowledge transfer and skill improvement accepted by teachers after undertaking prescribed educational and teaching tasks. The development of China's in-service training policy for teachers has experienced three stages, including the education compensation stage, the transition stage towards continuing education, and continuing education overall promotion stage. The process of continuing education is shown in figure 1.7.

Education compensation stage. In the 1850s, due to the lag in the development of teacher education, many unqualified teachers entered the teaching team. Therefore, for a long period of time, the policy theme of in-service education for teachers in China was “education compensation” training, that is, for those who do not Teachers who meet the required qualification standards will obtain qualified

qualifications. The specific goal is to make most primary school teachers graduate from secondary normal schools, most junior high school teachers from normal colleges, and most high school teachers from normal colleges. This idea was reflected in many policies during this period.

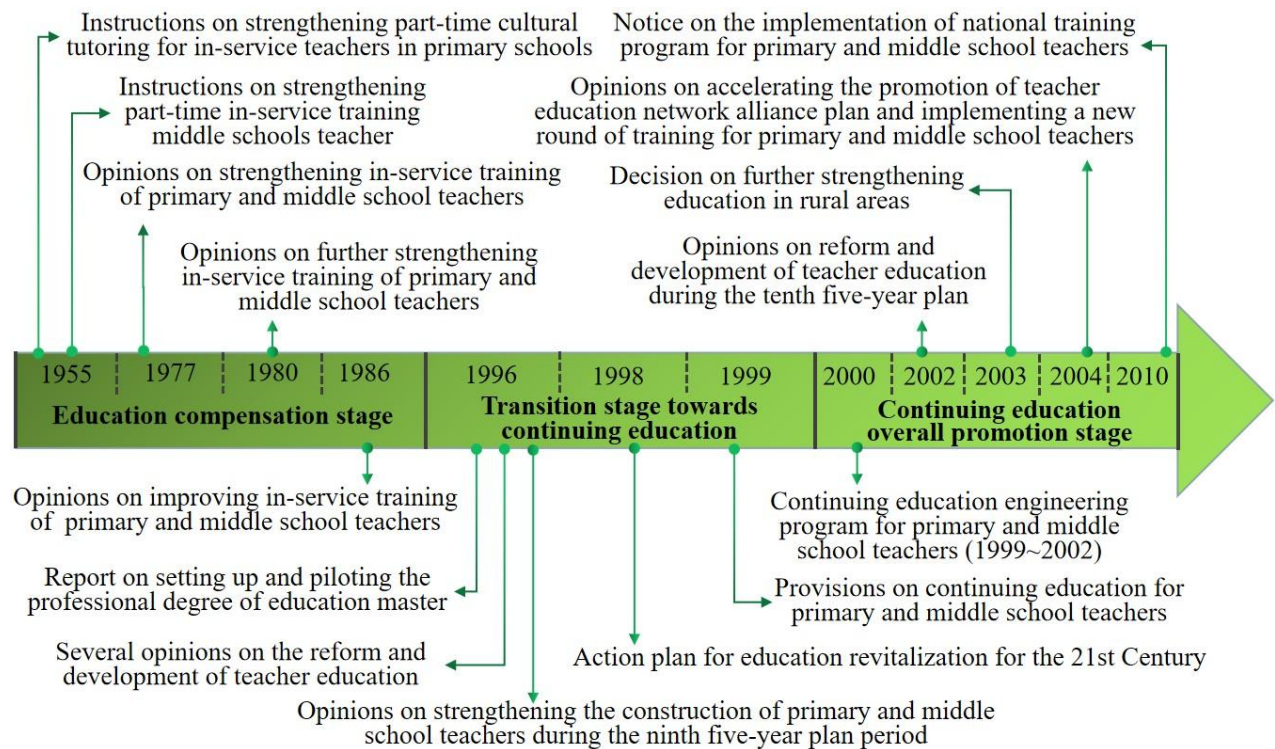


Figure 1.7 - Development stages of in-service training and relevant policies

*Source: prepared by the author*

Transition to continuing education. In the mid-to-late 1890s, the in-service training policy for teachers emphasized education compensation on the one hand and put forward the task of continuing education, on the other hand, to improve the overall quality of teachers and train a group of key teachers. In particular, the Ministry of Education promulgated the "Regulations on Continuing Education for Primary and Secondary School Teachers" in 1999, which clearly stated that participating in continuing education is the right and obligation of primary and secondary school teachers. In 1996, the National Academic Committee established the professional degree of Master of Education, which recruits full-time teachers and managers of basic education with more than three years of first-line teaching



experience. There is an essential difference between the continuing education that teachers carry out to improve the degree level and comprehensive quality and the degree remuneration.

Continuing education overall promotion stage. In the 21st century, although there is still a situation where teachers' educational qualifications are not up to standard, the teacher education policy at this time mainly points to continuing education, and comprehensively promoting the continuing education of primary and secondary school teachers is the policy theme of this period. Continuing education for primary and secondary school teachers is to improve the overall quality of primary and secondary school teachers, to meet the needs of the reform and development of basic education, and to promote quality education in an all-round way. The full and national requirements for continuing education have been clarified in the policy. The training model has also shifted to a targeted categorization approach, such as new teacher training, backbone teacher training, and rural special post teacher training.

The evolution of the policy shows that the in-service training policy for primary and secondary school teachers in China has experienced an evolutionary process of training based on education compensation, the coexistence of education compensation and continuing education, and the comprehensive promotion of continuing education. This development process emphasizes that the value concept behind academic education and continuing education is that primary and secondary school teachers must have a certain degree, and after reaching a certain degree, they must continue to study, so the state should provide academic education and continuing education. These trainings could encourage teachers to keep learning to improve the quality of human capital,

Teacher professional development. The research on teacher professional development began in the 1960s, marked by the Teacher Concern Questionnaire compiled by the American scholar France Fowler (Fedeles, 2004). Throughout the recent domestic research results on teacher professional development, from the individual perspective, teacher professional development refers to the acquisition

of individual knowledge and skills and the growth of teacher quality of life through systematic efforts. From the perspective of groups, teachers' professional development is defined as the degree to which teachers' professional groups meet professional standards (Zhu & Zhou, 2007).

The professional development of teachers should include three aspects, namely the professionalization of teachers' profession, the professionalization of teacher education, and the professionalization of teachers' spirit (Zhang, 2018). In other words, teacher professional development refers to the formal and informal learning experienced by teachers in a complex and ever-changing learning and work environment, including not only technical dimensions such as knowledge and skills but also moral, political, and emotional dimensions.

The professionalization of the teaching profession means that teachers as a profession are established and recognized by law or society, and the historical process of its development is discussed. The professionalization of the teaching profession in China is marked by the Teachers Law promulgated in 1993, which clearly states that teachers are professionals who perform educational and teaching duties.

The professionalization of teacher education means that teachers, as the main body performing education and teaching duties, require teachers to be persons who have been systematically trained and studied by professional colleges and have obtained teacher qualification certificates, and master pedagogy, educational psychology, teacher professional ethics, and teaching skills. and other professional knowledge, with professional education and teaching concepts, teaching implementation process, teaching methods, etc.

The professionalism of teachers' spirit, also known as teachers' professionalism, refers to the psychological growth process of teachers in the process of fulfilling their educational and teaching duties, the transformation from non-professionals to professionals, involving teachers' professionalism, humanistic spirit and scientific spirit (Diao & Wang, 2019).

To sum up, the process of teachers performing education and teaching

responsibilities is the development process of teacher professionalization, education specialization, and spiritual specialization, and this development process depends to a greater extent on teachers' in-service training and learning.

Evaluation and remuneration. Teacher evaluation refers to the regular and irregular examination and evaluation of teachers' work by the personnel department according to the conditions and responsibilities of teachers' posts. It is one of the important methods in personnel management. However, teachers' labor is the dissemination and creation of advanced knowledge and talent cultivation, the process is difficult to monitor, and the labor results are difficult to measure. Teaching work takes the form of teaching and educating people, and the work is flexible, professional, and difficult to assess. There are also difficulties in the verification of teachers' teaching workload. Except for the number of class hours, the time and energy teachers spend on preparing lessons after class is not fixed, and it is difficult to monitor and quantify. Teachers' teaching work objects are far more complicated than general materialized entities. Similarly, the scientific research work of teachers is different from general product production and service supply. It mainly revolves around the innovation and application of knowledge and technology, and the process is full of hardships and challenges.

At present, there is no nationally universal evaluation standard specifically for college teachers. Colleges and universities generally use the "Interim Regulations on the evaluation of Staff in Institutions" and the requirements of related documents to assess teachers from the aspects of morality, ability, diligence, performance, integrity, and learning. However, the content is too broad, the evaluation indicators are vague, and the evaluation classification is unclear. Scientific, the specific quantification of evaluation indicators also lacks scientificity, making the specific operation extremely difficult (Tian, 2010).

For the application of evaluation results, the performance evaluation of college teachers in China is more focused on reward and punishment evaluation, while ignoring developmental evaluation. This is mainly reflected in the fact that the use of year-end evaluation results in colleges and universities mostly stays in

the traditional stage of linking with salary, year-end rewards, and job evaluation, and the incentives for teachers are relatively simple. At the same time, taking the current work performance of teachers as the only object of evaluation, ignoring the development and evaluation of teachers' development potential, young teachers are also obviously disadvantaged in the evaluation.

In 2016, the "Guiding Opinions of the Ministry of Education on Deepening the Reform of the evaluation and Assessment System for College Teachers" requires colleges and universities to take the evaluation and evaluation of teachers as an important part of the reform of the personnel system in higher education, and give full play to the comprehensive functions of appraisal, guidance, motivation, and education of evaluation and evaluation, widely mobilize the enthusiasm of teachers, and stimulate their enthusiasm for work. Social service evaluation, leading teachers' professional development, etc. The reform of college teacher evaluation and evaluation has been implemented in some pilot colleges and universities, and some of the results are shown in table 1.9.

Different from higher educational institutions, the main content of the evaluation in the compulsory education stage is teachers' performance of their statutory duties, as well as their performance in fulfilling the post duties and work tasks prescribed by the school, including teacher ethics, education, and teaching, engaging in the work of class teachers, etc. The performance evaluation work is generally carried out by the school in accordance with the prescribed procedures in combination with the annual appraisal.

The results of the performance evaluation shall be used as the main basis for the allocation of performance pay. For teachers who have fulfilled their post responsibilities and completed the educational and teaching tasks stipulated by the school, the basic performance salary will be paid in full; for teachers who have outstanding performance or made outstanding contributions, different levels of incentive performance wages will be paid according to different circumstances. At the same time, the evaluation results should also be used as an important basis for teachers' qualification recognition, job appointment, job promotion, training,

recognition, and reward.

Table 1.9 - Practices to deepen the reform of teacher evaluation and assessment system in some Chinese universities

Evaluation dimensions	Specific practice	Corresponding educational institutions
Teacher ethics evaluation	Build a multi-participated teacher morality assessment system, and store the evaluation results in teacher's file	Tsinghua University, Tianjin University, etc.
	Establish academic integrity system to dismiss or dismiss teachers with academic misconduct.	China University of Political Science and Law, etc.
Education and teaching performance evaluation	Strictly assess the workload of education and teaching, and increase the proportion of teaching performance allocation in the distribution plan of performance allowance	Northeast Normal University, North China Electric Power University, etc.
	The 360-degree assessment method is used in the teaching quality evaluation	Universities in Jiangsu and Henan
Scientific research performance evaluation	Implement an assessment system for representative achievements. The original quantitative criteria were changed to an assessment system centering on academic contribution, impact, and vitality.	Fudan University
	Change the previous research assessment system of quantitative points, and encourage peer scholars to replace the administrative evaluation and qualitative evaluation instead of quantitative evaluation.	Renmin University of China
Teacher professional development evaluation	Establish a "five-year stepped" talent training model, multiple measures to guide teachers' classified and hierarchical development, and classified evaluation.	Central South University
	Implement the "rise or leave" mode. The transfer and exit mechanism of teachers is established through the evaluation of the employment period.	Sun Yat-sen University, Beijing Jiaotong University,
Social service evaluation	Establish a system of professional title evaluation, post management, evaluation, and income distribution mechanism in line with the characteristics of the transformation benefits of scientific and technological achievements.	Some universities in Hunan Province
	Pay attention to the transformation of achievements, technology promotion, and social services to obtain social and economic benefits.	Some universities in Jiangsu Province

*Source: prepared by the author based on official website information*

A scientific salary system is a key incentive for teaching staff (Hu & Yuan, 2021). The current salary structure of teaching staff in educational institutions

includes post salary, grade salary, performance salary, and various allowances and subsidies, of which post salary and grade salary belong to the basic salary. The standard is unified across the country, see table 1.10.

Table 1.10 - Standard of post salary of professional and technical personnel in public institutions in 2019 in China

Title	Level	Amount (China Yuan)
Senior title	1	6665
	2	5157
	3	4558
	4	3915
deputy senior title	5	3405
	6	3005
	7	2773
Intermediate title	8	2440
	9	2174
	10	2007
Primary title	11	1819
	12	1797
	13	1675

*Source: prepared by the author based on official website data and information*

The grade salary is related to the tenure of service, professional title, education, etc. The standard is unified across the country, see table 1.11. Performance salary is divided into basic performance (70%) and reward performance (30%). Faculty and staff who complete their post responsibilities and pass the evaluation can obtain full basic performance. The reward performance is based on the evaluation, and the educational institutions determine the distribution method.

In fact, the teacher performance salary system is an external manifestation of education reform, and it is the result of several reforms in the teachers' salary system. At first, Chinese teachers' salary was generally determined according to their teaching years and professional titles, which was closely related to teachers' work performance and work content. They are relatively independent. In short, seniority is the main feature of teachers' salaries.

Table 1.11 - Standard of grade salary (China Yuan) of professional and technical personnel in public institutions in 2019 in China

Grade	Amount	Grade	Amount	Grade	Amount	Grade	Amount	Grade	Amount
1	288	14	827	27	1885	40	3381	53	5337
2	317	15	887	28	1985	41	3513	54	5511
3	346	16	954	29	2085	42	3645	55	5702
4	375	17	1020	30	2195	43	3777	56	5894
5	409	18	1093	31	2305	44	3920	57	6097
6	444	19	1167	32	2414	45	4063	58	6300
7	484	20	1249	33	2524	46	4206	59	6514
8	523	21	1331	34	2645	47	4363	60	6728
9	569	22	1413	35	2766	48	4519	61	6960
10	614	23	1504	36	2887	49	4676	62	7192
11	665	24	1595	37	3008	50	4832	63	7446
12	716	25	1686	38	3128	51	4988	64	7700
13	767	26	1785	39	3249	52	5162	65	7989

*Source: prepared by the author based on official website data and information*

In fact, the teacher performance salary system is an external manifestation of education reform, and it is the result of several reforms in the teachers' salary system. At first, Chinese teachers' salary was generally determined according to their teaching years and professional titles, which was closely related to teachers' work performance and work content. They are relatively independent. In short, seniority is the main feature of teachers' salaries. Those young teachers, who are a group of young teachers with low professional titles, are paid less. Even if they devote all their time to work and devote themselves to education, they are not as paid as older teachers with mediocre work performance. The backward wage system has led to the enthusiasm of competent teachers in the workplace being dampened. Many teachers who have made great achievements have also reduced their innovation and enthusiasm for work because of unfair wages, which has limited the development of education. Therefore, the reform of the teacher salary distribution system has begun to be paid attention to by all sectors of society, and the road to the reform of the teacher wage system has been opened, as shown in figure 1.8.

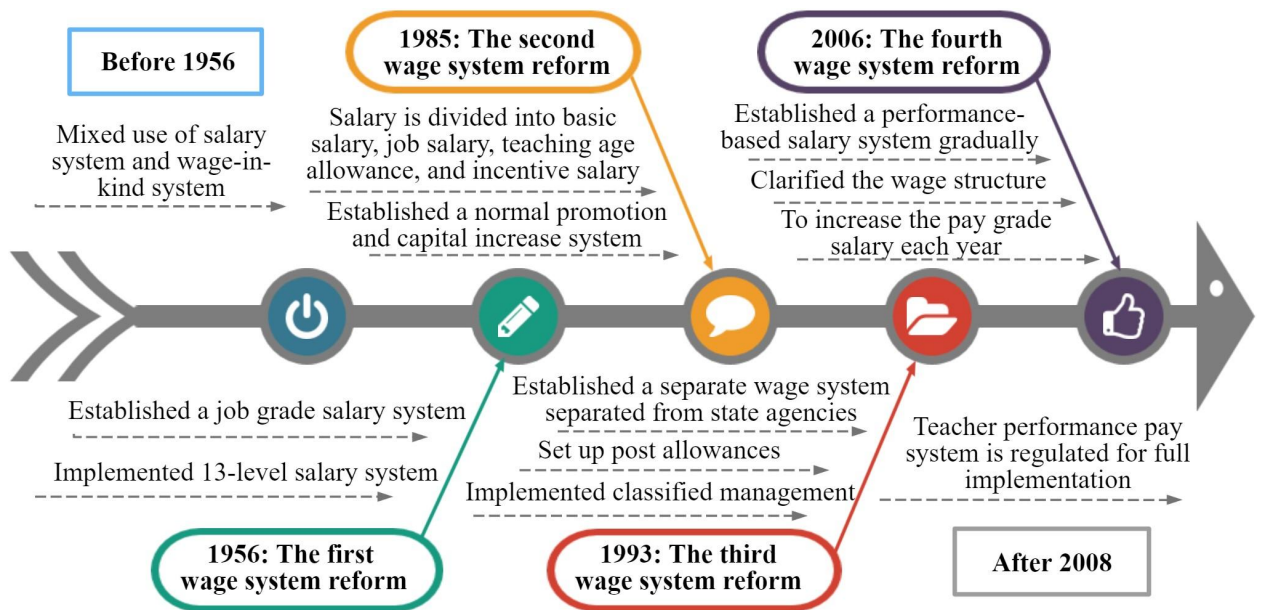


Figure 1.8 - Previous wage system reforms and their main contents

Source: prepared by the author based on official website information

In 1956, the first reform stopped the mixed use of the wage system and the physical wage system, established a job grade wage system, and implemented a 13-level wage system for scientific researchers and teaching personnel. In 1985, the Central Committee of the Communist Party of China and the State Council jointly issued the “Reform Plan of the Wage System for Staff of State Organs and Institutions” which started the second reform of the teacher wage system, dividing the salary into basic salary, job salary, teaching age allowance and reward salary; began to pay teaching age A normal promotion and capital increase system was established. In 1993, the wage system reform established a separate wage system for public institutions; classified management was implemented within public institutions; post allowances were set. salary principle.

In 2006, the new wage system reform proposed to gradually establish a post-performance wage system and clarified a clearer wage structure, including post wage, grade salary, performance wage, and allowance. According to the evaluation results, the staff will increase their grade salary by one salary scale every year. In 2008, the State Council's “Notice on Guiding Opinions on Implementing Performance Pay in Compulsory Education Schools” standardized the performance



pay system for teachers. It was decided that starting from 2009, the performance pay system should be implemented for all primary and secondary school teachers. This is a breakthrough in the reform of the work system for teachers in China.

In general, prior to 2006, the practice of determining salaries based on teachers' posts and length of service, based on seniority, lacks incentives for young teachers who undertake major work tasks. Teachers achieve effective incentives. The purpose of implementing performance-based wages is to abandon the previous fixed wage distribution model, achieve more work, more rewards, better wages, and better remuneration, and improve teachers' enthusiasm and enthusiasm for work. In the performance wage system, teachers will actively carry out teaching work to improve teaching quality, and devote themselves to the advancement of education, thereby obtaining higher remuneration, The transformation of this process lies in the formation of incentives.

- Analysis of personnel management methods in educational institutions. Through the relevant policy analysis of the main contents of personnel management, we can see the evolution of the implementation process of personnel management in educational institutions and the innovation of personnel management methods in the reform. To scientifically display the systematic personnel management methods, it is necessary to classify the personnel management methods according to different criteria.

According to the principle of action, it can be divided into the economic method, organizational method (including administrative law), and sociological psychological method. Based on the universality of the management method, it can be divided into general management methods and specific management methods. According to the quantitative degree of the method, it can be divided into qualitative management method and quantitative management method. Based on the influencing factors, the methods of direct and indirect influence can be specified. If the basis is situational factors, it can be said to be official and unofficial methods of personnel management.

For example, direct methods include commands, instructions, disposals, and

rewards, which can have a direct impact on management objectives; indirect methods aim to create conditions for achieving organizational goals, such as improving working conditions and environment, and rationally arranging work and rest time. In practice, different approaches reflect the characteristics of a particular management style. Usually, it is more common to classify according to the principle of action.

*The organizational methods* of personnel management in educational institutions is to rely on administrative authority and administrative means based on the organizational relationship of the faculty and staff to directly command and coordinate the management methods of the faculty and staff, including the method of organizational stability influence, administrative and disciplinary influence. The organizational stabilization approach aims to create an organizational foundation for joint work in educational organizations. It includes the assignment of duties, responsibilities, rights, powers, and the establishment of order in business relationships. For example, scientifically arrange authorized strength and posts; formulate a post responsibility system; clarify the conditions and requirements for teacher rank promotion, formulate work performance standards; formulate a clear salary system, etc. The administrative influence method aims at arranging faculty and staff to accomplish organizational goals through a top-down imperative method according to the existing system of the organization, usually implemented in the form of directives, orders, instructions, resolutions, etc. For example, according to the training system, teachers and staff are required to participate in various pieces of training and evaluation on time as required. Regular rotation plans for management personnel are implemented in accordance with regulations, etc. The main goal of the method of disciplinary influence is to maintain the work foundation of the organization and complete the established work clearly and promptly. tasks and responsibilities, and eliminate deviations in educational organizational systems, such as supervision, inspection, discipline, and accountability.

*The economic methods* of personnel management in educational institutions

refer to the method of promoting the realization of management goals by adjusting and influencing the material needs of teaching staff through economic means, including wages, bonuses, material rewards, fines, quota management, and fund allocation, etc., using performance pay to stimulate the enthusiasm of faculty and staff to participate in teaching, research, and social services. By reasonably setting the difference in remuneration for different professional titles, teachers can be attracted to participate in the promotion of professional titles and achieve personal professional development.

*The social psychology methods* of personnel management in educational institutions refer to the method of using the principles of sociology and psychology, using education, incentives, communication, and other means to mobilize the enthusiasm of the staff towards the organizational goals by meeting the social psychological needs of the staff. Social psychology methods include advocacy and guidance, communication of ideas, various forms of motivation, providing social support, team building and cooperation, work atmosphere, building a shared vision, caring for life outside of work for faculty and staff, and other targeted individual methods. For example, it provides good catering services for faculty and staff; cares and condolences for poor faculty and staff; care policy for the children of faculty and staff to study in the institution; colleges and universities have strengthened the construction of affiliated primary and secondary schools and educational institutions to solve the problem of faculty and staff enrollment.

All of the above-mentioned personnel management methods are used in the complex because the relationships on which they are based are inseparable and organic. When these methods are used in combination, the maximum effectiveness and quality of the personnel management system are achieved. The systematic method of use allows the object of improvement to be viewed from all sides, which helps to avoid errors and misjudgments in personnel management. For example, in teaching staff training activities, on the one hand, it is necessary to formulate a training system using an organizational method, requiring trainees to participate in the training as required, and correcting behaviors that deviate from the training

goals through discipline. On the other hand, economic methods and social psychology are also required. The method provides material incentives and spiritual rewards to the teaching staff who are excellent in the training results evaluation.

- Practical application of personnel management methods. To further explore the application of personnel management methods in practice, this study lists several management practices in educational institutions in recent years and the corresponding methodological analysis, such as high-level talent recruitment, the promotion of the system of specified number of personnel, and practice of principal/teacher rotation communication.

- High-level talent recruitment with mixed personnel management approaches. In 2020, the "Guiding Opinions on Strengthening the Reform of the Construction of College Teachers in the New Era" stipulated that the relevant departments of the government will no longer uniformly organize the examination for the employment of college personnel. According to the relevant regulations of the state and the actual needs of running a school, the university could independently formulate the employment conditions for teachers to conduct public recruitment. The streamlining of administration and decentralization in personnel recruitment has made it a reality for colleges and universities to establish a more flexible approach to talent introduction. The competition between colleges and universities is in the final analysis of the competition of talents. The introduction of talents, especially the introduction of high-level talents, can effectively promote the construction of the teaching staff. At present, the talent introduction plan of colleges and universities generally has the following characteristics.

More flexible hiring arrangements. Colleges and universities have changed the previous method of organizing recruitment during the summer vacation. For doctoral graduates and high-level talents, the method of appointment recruitment throughout the year has been generally implemented, which has improved the efficiency of talent introduction. During the Covid-19 pandemic, recruitment has also been allowed to take place via online meetings.

More lenient conditions for candidates. The evaluation of candidates no longer regards graduate institutions, overseas (outside) study experiences, study methods, papers, patents, etc. as restrictive conditions. For the applicants who have completed the doctoral dissertation but have not yet obtained the academic certificate, they can sign a contract of intent and enter the job in advance.

More generous benefits. Colleges and universities generally formulate favorable policies such as settlement allowances, housing subsidies, talent subsidies, highly recruited professional and technical posts, scientific research start-up funds, settlement of spouse jobs, and supportive housing to attract talents to supplement the teaching team.

Improvement of evaluation mechanism for talent introduction. Colleges and universities have generally begun to implement talent introduction policies with an evaluation mechanism, which clearly states the evaluation tasks of the introduced talents during the employment period. Settlement allowance and other benefits are no longer issued at one time but are issued in batches over 3-5 years according to the staged evaluation results, to avoid the increase in the cost of talent introduction due to the disorderly flow of introduced talents.

At present, colleges and universities implement the way of "one person, one discussion" for the treatment of all kinds of high-level talents and teams, and determine the salary treatment through negotiation. There are generally clear criteria for the introduction of highly educated personnel. Table 1.12 lists the doctoral talent introduction plans of universities at different levels of development in Henan Province of China. Key universities (level 1) generally have a better organizational guarantee and a more favorable platform for teacher development, so the economic conditions and social support provided by them are much lower than those of general universities (level 4).

Promotion of the system of specified number of personnel. Although colleges and universities have autonomy in the selection of teachers, the total number of teachers authorized strength needs to be carried out in accordance with the relevant regulations. The problems of authorized strength restrictions and

structural proportions are essentially the problems of autonomy in running schools.

Table 1.12 - Salary plan for universities of different levels in Henan province to recruit doctoral graduates (Thousand, China Yuan)

Institution	Henan normal university (Level 1)			North China university of water resources and hydropower (Level 2)		Henan institute of science and technology (Level 3)			Shangqiu normal university (Level 4)
Dr. Category	A	B	Ordinary Dr.	Excellent	Ordinary Dr.	A	B	C	--
Settling-in allowance	250-300	230-250	200	--	--	800	400-600	200-250	300
Research start-up funds	Engineering: 100; Science: 80; Liberal arts: 50			Engineering: 100; Others:50		Natural science: 100-300; Humanities and social sciences: 60-150			Science and engineering: 150; Others: 100
Professional title appointment	Successful candidates will be appointed one level higher than the original title for 5 years.			Successful candidates will be appointed one level higher than the original title for 3 years		Successful candidates will be appointed one level higher than the original title for 5 years.			Successful candidates will be appointed one level higher than the original title for 3 years.
Housing allowance	--			Housing subsidy:154; Purchase subsidy: 100; Providing a preferential house in 5 years.		Housing allowance: 28.8			Housing subsidy:36; Purchase subsidy: 300
Other subsidies	Intermediate and below professional title personnel: 2-2.5 per month Deputy senior and above title personnel: 3.5-4 per month			30 per year for 5 years	--	--			5 per month
Spouse placement	--			Personnel agency post	--	Personnel agency post	Contract employment post	--	Personnel agency post

*Source: prepared by the author based on the universities' official websites.*

At present, the personnel authorized strength in colleges and universities belongs to the public institution's authorized strength, and the number of personnel and the number of leadership posts are checked and approved by the authorized strength management department of the higher-level institution, and the real-name system is strictly managed. The most important feature of authorized strength management is to determine the number of staff. According to certain procedures, principles, and standards, the corresponding authorized strength amount is scientifically and reasonably approved, and the proportion of various types of

personnel in the authorized strength is specified. The authorized strength structure is relatively stable in a certain period of time. However, the insufficient number of authorized strength and the unreasonable proportion of the structure leads to the coexistence of multiple employment methods, and the phenomenon of unequal pay for equal work is prominent, which has long plagued the development of the teaching staff and restricted the entrepreneurial vitality of teachers.

In 2011, the "Guiding Opinions on Promoting the Reform of Public Institutions by Classification" issued by the State Council clarified the classification of public institutions. Among them, public primary and secondary schools are public welfare institutions, which are fully funded and subject to strict authorized strength management. Higher educational institutions and public educational institutions whose resources can be partially allocated by the market are classified into the second category of public welfare. This means that colleges and public educational institutions will gradually realize that they are not included in the authorized strength management, and explore the management model of the total number of personnel, that is, the system of specified number of personnel.

The system of specified number of personnel allows colleges and universities to independently set the total number of personnel and the proportion of the structure according to their development plans, discipline construction, talent development needs, and financial resources, and dynamically adjust them according to construction needs.

Authorized strength belongs to the individual teacher, which means that the total authorized strength in the different institutions will be changed, such as decreases, with the turnover of personnel. In contrast, the system of specified number of personnel also has a certain amount of officially budgeted posts. But these posts belong to the institution and will not increase or decrease due to personnel turnover. Compared with authorized strength management, the system of specified number of personnel mainly emphasizes the autonomy, flexibility, and adaptability of personnel management, and does not distinguish between inside and outside the system, which is conducive to the construction of high-quality teaching

staff.

The practice of principal/teacher rotation communication. Teachers are an important element in the development of national teachers' careers. In a broad sense, teacher resources not only belong to the schools they belong to, but also the human resources of their systems, regions, and countries. However, due to the imbalance of urban-rural/regional development, teacher resources, and the transfer and flow of students. More high-quality teacher resources are gathered in developed cities or regions, which is not conducive to the balanced development of national education (Shan, Li, & Chen, 2022). Therefore, to promote the balanced allocation of teacher resources and enhance the vitality of the teaching force, a new teacher beyond the scope of the school The personnel management system appeared, namely the principal/teacher rotation teaching system. The education administrative department, together with the relevant departments, shall manage the personnel relations and appointment exchanges of teachers in a unified manner, and implement the "non-institution management" of teachers so that teachers can change from "institution people" to "system personnel".

The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) proposes to implement the exchange system of teachers and principals within the county (region) area, and take the lead in realizing the balanced development of urban and rural areas within the county (region) area, and gradually promote it on a larger scale. The "Opinions of the State Council on Strengthening the Construction of Teacher Teams" proposes to establish a rotation exchange mechanism for principals and teachers of compulsory education schools within counties (regions). Until 2014, the Ministry of Education, the Ministry of Finance, the Ministry of Human Resources and Social Security issued the "Opinions on Promoting the Exchange and Rotation of Principals and Teachers of Compulsory Education Schools in Counties (Regions)", which clarified the goals, scope, methods and methods of exchange and rotation, as well as incentive measures.

The scope of personnel for the exchange and rotation of principals and



teachers includes the in-service teachers of public schools in the compulsory education stage and the principals and vice-principals of public schools in the compulsory education stage. Mainly through regular exchanges, cross-school competitions, integrated management of school districts, school alliances, famous schools run branch schools, group-based schools, counterpart support, teachers in township central schools, and other ways and means to carry out job rotation exchanges. As for the incentive measures, it is mainly to formulate preferential policies to encourage principals and teachers who exchange posts in rotations in terms of authorized strength approval, post setting, post (title) promotion, employment management, performance evaluation, training and training, and commendation and recognition, see table 1.13.

Table 1.13 - Exchange status of primary and secondary school teachers in different regions

Regions	Specific situations	Management method and effect
Counties (cities and districts) of Shandong province	A total of 180,000 principals and teachers exchanged posts in five years.	Guided the return of students; Realized the professional growth of teachers; The satisfaction rate of education consumers with the improvement effect of teaching quality reached 100%
Miyun district of Beijing	A total of 2,730 principals and teachers exchanged posts from 2005 to 2018, accounting for 63% of the total staff.	Achieved the improvement of enrollment rates and student achievement; Made up for the shortcomings of backward education in rural areas.
60% of counties (cities, districts) in Jiangxi province	623 principals and 5416 teachers exchanged posts in 2014.	Developed policies to give priority to rotating teachers in merit pay distribution and title promotion; The number of rural teachers has been optimized.
Partial counties (cities, districts) in Anhui province	A total of 35,273 principals and teachers exchanged posts in 2015.	Set up work subsidies in towns (townships) and living subsidies in remote and backward areas; Provided teachers turnover rooms or dormitories.
All counties (cities, districts) in Zhejiang province	A total of 15,000 principals and teachers exchanged posts in 2019.	Activated teacher resource potential; Promoted the professional growth of teachers.

*Source: prepared by the author based on official website data and information*

The ideal state is to achieve organizational goals through scientific personnel management methods while the rational material needs of the faculty and the spiritual needs of self-development are also satisfied. In fact, due to the differences

in the managerial competence of educational institution leaders and the specific use of personnel management methods, the degree of goal realization, operation, and education and teaching of each institution is very different. Therefore, it is necessary to conduct empirical research on the status quo of personnel management in educational institutions in China.

Methodical approaches to assess the personnel management of educational institutions. To ensure the effectiveness of personnel management, it is necessary to establish a scientific assessment system for the personnel management of educational institutions. The essence of an assessment system of personnel management in educational institutions is to establish the information feedback channel of the effect of personnel management, and to diagnose and correct the problems existing in the process of personnel management according to the information feedback, so as to improve the effectiveness of personnel management and promote the realization of educational goals.

Previous studies have shown that the evaluation of principal leadership mainly involves students' academic achievement, learning effect, teachers' job satisfaction, and teachers' professional development. Four influential evaluation models of principals' teaching leadership have emerged in the United States, which are the model developed by Bossert et al. 1982, the model developed by Hallinger et al. 1985, the principal's teaching leadership evaluation model in Maryland, and the VAL-ED model (Liang & Zhou, 2021). In 2007, Vanderbilt University conducted a comprehensive study on 66 principal assessment systems and found that the current assessment systems take student test scores as the main indicators to assess the principal's competence, and many of them do not involve factors such as course participation, teaching quality, and organizational climate. Moreover, most assessments are often aimed at exposing unqualified principals rather than helping them identify the competence for improvement and provide support for them (Goldring, et al., 2009). To change this situation, school districts participating in the Principal Pipeline Initiative in the United States have revamped their principal assessment systems, primarily using the Vanderbilt Assessment of

Leadership in Education, which focuses on the principal's behavior (Zhong & Hong, 2010). It replaces the absolute standard with the flexibility and operability standard, which to some extent highlights the tendency of pragmatism in the evaluation of American principals (Gallardo, 2020). The review of the existing literature shows that the research on the evaluation of personnel management in educational institutions mainly focuses on the evaluation of the leadership of principals in primary and secondary schools and higher educational institutions. There are few assessment methods of personnel management in educational institutions.

The traditional quantitative assessment based on text materials has added an enormous amount of work burden to educational institutions in China. Considering the effectiveness and ease of operation of evaluation, this study mainly follows the following principles when improving the evaluation approach of personnel management performance of the heads in educational institutions.

Principle of the combination of self-assessment and other-assessment. At present, many educational institutions, such as colleges and universities, often use a simple self-assessment method, allowing the evaluators to assess their situations according to a certain evaluation standard system. The combination of self-evaluation and other evaluations is helpful to reduce the bias caused by human subjectivity and further enhances the integrity of the evaluation.

Principle of the combination of the overall evaluation and sub-dimensional evaluation. The overall evaluation is often to clarify the current level of the personnel being evaluated, but cannot reflect individual personality characteristics, such as the advantages and disadvantages. The evaluation according to different dimensions could show the difference and individuality of the evaluated object. The combination of the two methods could make up for the disadvantages of the traditional overall evaluation and is beneficial to the professional development of the evaluated object.

- Principle of the combination of quantitative and qualitative evaluation. The application of the analytic hierarchy process in the evaluation of personnel

management in educational institutions could quantize a large number of qualitative analysis indicators, such as people's subjective judgment so that the evaluation results have strong objectivity and accuracy. The combination of qualitative and quantitative assessment could make the evaluation of personnel management in educational institutions more scientific and reasonable.

The assessment system of personnel management in educational institutions in this study is mainly used to assess the performance of principals in personnel management. According to the method of the Analytic Hierarchy Process, it is necessary to establish a hierarchical structure model, including the target layer, criterion layer, and index layer, as shown in table 1.14. The target layer is the highest level, which refers to the specific problem to be solved, that is the performance of personnel management. The criterion layer is the middle level, which refers to the main factors and criteria to be considered, namely the main dimensions and related dimensions included in the principals' managerial competence. As the lowest level, the index layer is instantiated with the specific indicators used in the assessment, such as the score items in the survey.

Table 1.14 - Construction of the assessment model of personnel management in educational institutions

Target layer	Criterion layer (m)	Index layer (k / t)	
Principals' managerial competence in personnel management	The dimensions of managerial competence (D1-Dm)	Principal evaluation	Dp1-1
			Dp1-2
			.....
			Dp1-k
		Faculty evaluation	Df1-1
			Df1-2
			.....
			Df1-t

*Source: prepared by the author*

To be simple and easy to operate, the percentage weight summation method is adopted to calculate the evaluation score of the personnel management of educational institutions, and then to determine the personnel management

performance level of the heads of educational institutions.

Since the dimensions of managerial competence involved in the professional standards of principals and each indicator of the dimensions have logical equivalence, this study uses the subjective assignment method to assign equal weight to each dimension, as well as the indicators under the same dimension. In addition, regarding the weight allocation of principal evaluation and faculty evaluation, this study mainly follows the usual allocation ratio of Chinese education departments in education evaluation, that is, principal evaluation accounts for 30% and faculty evaluation accounts for 70%.

The calculation formula of the final score (S) is as follows.

$$S = 30\% \sum_{i=1}^m S_p + 70\% (1/n) \sum_{i=1}^n \sum_{i=1}^m S_f \quad (1.1)$$

Among them, the score for a single dimension in principal evaluation ( $S_p$ ) could be gained through the following formula,

$$S_p = \sum_{j=1}^k (W_p)_{ij} (D_p)_{ij} \quad (1.2)$$

The score for a single dimension in faculty evaluation ( $S_f$ ) is based on the calculation formula as

$$S_f = \sum_{j=1}^t (W_f)_{ij} (D_f)_{ij} \quad (1.3)$$

Where  $m$  is the number of dimensions in the criterion layer.  $n$  represents the number of faculty members in the same educational institution participating in the evaluation. The  $k$  is the indicator number of the index layer in principal evaluation, while  $t$  represents the indicator number of the index layer in faculty evaluation. Besides,  $(W_p)_{ij}$  and  $(W_f)_{ij}$  is the weight of the corresponding indicator in each

index layer, and  $(Dp)_{ij}$  and  $(Df)_{ij}$  are the specific score of a single indicator for each index layer in the principal evaluation and faculty evaluation, respectively.

For the score for one of the dimensions ( $S'$ ), the corresponding calculation formula is as follows.

$$S' = 30\%S_p + 70\%(1/n) \sum_{i=1}^n S_f \quad (1.4)$$

Based on the above methods, the final score and the score for a single dimension of personnel management performance evaluation of educational institutions could be calculated, which determines the different personnel management at both the overall level and dimensional level.

### **Conclusions to section 1**

In section 1, this study focused on the theoretical and methodological approaches to personnel management in educational institutions through thematic research and theoretical generalization and drew the main conclusions as follows.

1. The definition and characteristics of personnel management in educational institutions were proposed. Compared with general personnel management, the personnel management of educational institutions has some unique characteristics, which reflects in the objects of personnel management, personnel management departments, and the contents of personnel management. Specifically, the objects of personnel management generally include teaching staff, management staff, teaching auxiliary staff, and logistics support staff, which have special attributes including diversity of personnel categories, occupational particularity, the intersectionality of work content, and finiteness of incentive. Also, the relevant classical theories of personnel management of educational institutions were elaborated, including management roles theory, the hierarchy of needs theory, organizational culture theory, and W. E. Deming's management process theory.

2. Due to the typicality and representativeness of personnel management in preschool education in all education stages, preschool educational institutions were

highlighted as the focus of this study. The demarcation of the educational institutions, the managers, and their management roles were proposed, among which the educational institutions mainly focus on preschool institutions, and the principals are the main managers and professional personnel to perform leadership and personnel management responsibilities in educational institutions. By comparing the professional standards of principals in China, the United States, New Zealand, and Canada, this study concluded that principals have three roles, including educators, leaders, and managers.

3. The key point of personnel management in educational institutions lies in the managerial competence of personnel managers and the methods and techniques used in the process of management. This study discussed the connotation and dimension of the managerial competence of principals in educational institutions. According to the professional standards for principals issued by the Ministry of Education of China in 2015, the managerial competence of the principals mainly covers four dimensions, including planning institution development, leading the professional growth of teachers, optimizing internal management, and adapting the external environment. Also, the policies on the managerial competence of principals were analyzed since the reform and opening up in 1978 in China.

4. Educational institutions carry out the principal responsibility system and established the principal's central position. Compared with other education stages, the number of classes and scale of teaching in educational institutional institutions are relatively small, which determines that the organizational structure of educational institutions tends to show the characteristics of flattening. In addition, the composition of organization members in educational institution institutions is also one of the considerable characteristics. The phenomenon of the high proportion of female teachers in primary educational institutions is prominent due to the imbalance in the ratio of male teachers to female teachers.

5. This study compared the foreign experience of personnel management of educational institutions in Europe, including teacher management and principal team construction in the United Kingdom, co-education and cooperation between

family and educational institutions in Finland, and the training and management of outstanding male teachers in Norway. In addition, the experiences of the United States and Canada in the Americas and Malaysia and China in Asia were analyzed. The combination of these experiences could provide a useful reference for subsequent research.

6. This study reviewed the specific methods and relevant policies of personnel management in educational institutions in China. In the process of selection and recruitment, the establishment of the system, including the teacher qualification system, teacher employment system, and teacher professional title system, stimulated more outstanding talents to teach for a long time and achieve self-realization in their profession. Moreover, teacher training is a significant means to enhance human capital and realize teacher professional development, which includes the three stages of education compensation stage, the transition stage towards continuing education, and continuing education overall promotion stage. Teacher evaluation and remuneration are also the main content of personnel management. The former is to assess, monitor, and adjust the performance of teachers' post responsibilities through scientific assessment methods. The latter is to meet the material needs of teachers through economic incentives and promote them to better focus on organizational goals.

7. Based on the analysis of personnel management policies, this study summarized the systematic personnel management methods in educational institutions, including organizational methods, economic methods, and social psychological methods. Organizational methods cover the method of organizational stability influence, administrative influence method, and disciplinary influence method. The economic method of personnel management in educational institutions includes wages, bonuses, material rewards, fines, quota management, fund allocation, etc. Besides, the social psychology method includes advocacy and guidance, motivation, social support, team building and cooperation, work atmosphere, shared vision, and other targeted individuals' methods. In the process of personnel management, a mix of different management approaches is



always used to achieve organizational goals more effectively.

8. To ensure the effectiveness of personnel management, the methodical approaches to assess the personnel management of educational institutions are explored. This study proposes three principles of developing the assessment system through a review of previous assessment methods, including the principle of combination of self-assessment and other-assessment, the principle of combination of the overall evaluation and sub-dimensional evaluation, and the principle of combination of quantitative and qualitative evaluation. The method of the Analytic Hierarchy Process is adopted to establish a hierarchical structure model to assess the personnel management of educational institutions, including the target layer, criterion layer, and index layer. The percentage weight summation method is used to calculate the final score and the score for a single dimension of the personnel management performance of educational institutions.

## **SECTION 2. THE CURRENT STATE AND DYNAMICS OF PERSONNEL MANAGEMENT IN CHINA'S EDUCATIONAL INSTITUTIONS**

### **2.1. The current state and dynamics of personnel management of educational institutions in China**

The study on personnel management in educational institutions should be based on a comprehensive and clear understanding of the current situation of the development of principals' managerial competence. Empirical research is the best way to understand the overall state of principals' managerial competence. Quantitative research methods are suitable for large-scale investigation and prediction of research issues at the macro level, so this section adopts a quantitative research method to examine and analyze the overall state of the principal's management competence through a survey of the principal's management competence.

Preparation and implementation of the survey. This section mainly adopts two methods: the questionnaire survey method and the interview method. Among them, the questionnaire method mainly designs questionnaires according to the composition dimensions of the principal's managerial competence, through surveying the principals, teachers, and caregivers' perceptions of the current situation of personnel management, analyzing the obtained information, examining the current situation of the principal's managerial competence, and laying the data foundation for launching interviews and in-depth exploration of managerial competence issues. The interview method mainly focuses on the factors affecting the managerial competence of principals for in-depth excavation and analysis.

Purpose of the empirical study. Specifically, the study aims at three main aspects.

Through the survey and research on the current situation of personnel management, we examined the overall situation of the principal's managerial competence and the development of each dimension and compared the level of

development between the dimensions.

Analyze and discuss the relationship between the background differences of the principals and their managerial competence, including the principals' age, teaching experience, years of service, education, professional background, and the economic region and geographical location of the educational institution, and discuss whether these factors lead to differences in the principals' managerial competence.

Based on the results of the data analysis, the background factors that have significant differences will continue to be explored in depth in the interviews. Based on the above analysis, the elements of the formation of principals' managerial competence were summarized and concluded, and a model of principals' management competence formation was constructed.

Research method. This study used a self-administered questionnaire of the current status of personnel management in educational institutions, which started in late October 2021 and ended in early December 2021, and the specific steps of the questionnaire were.

An open-ended questionnaire based on the professional standards for principals issued by the Chinese Ministry of Education was developed and distributed to principals, teachers, and caregivers for pilot testing.

The results of the open-ended questionnaire were analyzed and a preliminary questionnaire was developed.

The initial questionnaire was tested for expert validity, while a small-scale questionnaire was distributed, and the questionnaire was revised for the first time by combining the expert's opinion and the principal's opinion.

The questionnaires were distributed for trial testing, the differentiation of the recovered items was analyzed, and the questions with item differentiation less than 0.5 were deleted.

A reliability analysis was conducted to test the internal consistency of the questionnaire. The questionnaire was revised for the second time, a formal questionnaire was prepared, and the questionnaire was distributed.

Statistical analysis of the questionnaire was performed using SPSS22.0 software. Questionnaire development. The questionnaire was prepared based on the professional standards for principals issued by the Ministry of Education of China in 2015. The Ministry of Education stipulates that education administrative departments at all levels should take this standard as an important basis for the construction and management of principal teams, give full play to the leading and guiding role of these standards, and formulate plans for the construction of principal teams. Principal training institutions take this standard as the main basis for principal training. At the same time, principals should use this standard as a basic guideline for their professional development, and strive to become experts in education and personnel management (MoE, 2015). In particular, this standard divides the professionalism of principals into six dimensions: planning institution development, creating organizational culture, leading childcare and education, guiding teacher growth, optimizing internal management, and adapting external environment, containing a total of 60 entries. The researcher designed an open-ended questionnaire based on these six dimensions and asked the participating principals to fill in the answers. According to the results of the open-ended questionnaire, combined with the theoretical conceptions and reference to related questionnaires, this study conducted the preliminary development of the questionnaire on the current status of personnel management in educational institutions.

First, there is the design of the questionnaire test items. In order to be able to investigate the managerial competence of principals from multiple perspectives and relatively objectively, this questionnaire surveyed two groups, including staff (teachers and caregivers) and principals. The questionnaire consisted of two parts, the first part was the background information of the principal and the teachers and caregivers, which aimed to understand the basic profile of the respondents and mainly to provide data support for the study of the relationship between demographic variables and managerial competence of the principals. Depending on the choice of the last question in Part I, the teachers, caregivers, and principals

responded to a different Part II. The second part is a question developed around the four dimensions of the managerial competence of the principal and investigates the managerial competence of the principal from the perspectives of teachers, caregivers, and principals based on the current management situation. The questions in the first part are the same for teachers, caregivers, and principals, while the questions in the second part are slightly different.

The first part of the questionnaire consisted of questions on demographic variables, including gender, age, position, years of teaching experience, years of service, education level, major field of study, and level and region where the institution is located, among which the following questions were designed and theoretically justified. In the questionnaire, question 13, "Your current position?", was designed to filter the returned questionnaires by the subjects' choice of position (principal and deputy principal) to ensure that the respondents were all full-time principals, so the results of this question were not included in the later statistics. Question 8 of the questionnaire classified the principal's "current highest education" as "secondary school (high school), college, bachelor's degree, graduate" based on the "National principal qualification duties and job requirements (for trial implementation)". Meanwhile, the draft education law of China (draft for comment) in 2020 states that "the principal should have teacher qualifications, college degree or above, more than five years of experience in teachers or personnel management, and by the provincial education administrative departments organized by the principal of the educational institution job training to obtain a certificate of eligibility. The selection of basic personal information enables further screening of the qualifications of qualified principals.

In the questionnaire for principals, question 35 on the "length of service" of principals adopted the division of the American scholars Katz (1972) and Burden (1979) on the stages of teacher development, dividing the length of service of principals into four stages: 0-2 years (the initial period of employment), 3-5 years (the consolidation period), 6-5 years (the consolidation period), and 6-6 years (the consolidation period). years (consolidation period), 6-10 years (maturity period),

and more than 10 years. In this study, the years of service for principals continued this classification, but a more detailed division was made for the years of teaching experience beyond 10 years, including 11-20 years, 21-30 years, and 31 years and beyond.

The questionnaire was designed based on the four dimensions of the principal's management competence, which was based on the results of open-ended questionnaires and interviews with the principals. This questionnaire uses not only single- and multiple-choice questions, but also Likert 5-point scale questions (5=Totally consistent; 4=Generally consistent; 3=Half-and-half; 2=Generally inconsistent; 1=Totally inconsistent). The higher the score represents the higher level of principals' managerial competence.

Expert validity analysis and small-scale pilot test. An expert validity test was conducted on the initial questionnaire based on the four dimensions of the principal's managerial competence. Three associate professors of management and three doctoral students of education and psychology were invited to semantically analyze and categorize the 100 items of the questionnaire, and then disorganize all the items and ask the experts to divide all the items into the corresponding dimensions according to the meaning of the four dimensions of management competence, delete the items with ambiguous dimensional attribution, and conduct expert validity tests on the items. In addition, three principals and three teachers were invited to conduct a small-scale pilot test of the questionnaire to modify the words and phrases that were not easily understood or ambiguous by the principals and teachers, so that the questionnaire would be more consistent with the context and reality of educational institution discourse. Through expert validity analysis and the small-scale pilot test, the differentiation of the items included in each dimension was made more obvious, and the expression of each item was made more precise and easier to understand, which laid foundation for further research.

By analyzing the results, the first part of the questionnaire was changed from 15 questions to 13 questions on personal information. The second part of the questionnaire was compressed from 35 questions to 28 questions for the principal

and educational institution staff to answer separately about the principal's managerial competence. The 28 questions focused on four aspects of the principal's managerial competence, namely: the ability to plan institution development, the ability to lead the growth of teachers, the ability to optimize internal management, and the ability to adapt to the external environment. In addition to single- and multiple-choice questions, Likert 5-point scale questions were also used. In the scoring questions, the higher the score, the higher the managerial competence of the principal. One of the questions that evaluated the principal's managerial competence, with educational institution staff as the subjects, also focused on leadership in child care and education, which is the competence of the principal best known to front-line teachers. Although this is not among the four established dimensions of the principal's management competence, it is a necessary competence for the professionalism of the principal, who is first an educator and then a manager. The data analysis in this section will provide visual data and empirical support for an in-depth analysis of the factors that affect the managerial competence of principals.

The process of conducting the study included sample selection, pilot testing of the questionnaire, administration of the questionnaire, and implementation of the interviews.

Trial test of samples. This questionnaire was initially developed in June 2021, and two types of validity tests were also conducted in the preliminary stage: first, expert validity; and second, a small-scale pilot test was conducted. After the questionnaire questions were modified, in July 2021, the researcher took the opportunity to give training lectures to teachers in some municipalities in Henan Province and selected 20 teachers and 2 principals to conduct an in-person interview test, and the results showed that the questionnaire test was feasible.

At the same time, 2 respondents were randomly interviewed and both considered that most of the questions posed by the questionnaire could be answered, indicating that the questionnaire was ethical and the data obtained were true. Based on the censoring process, the final official questionnaire of this study

was formed, which consisted of 69 questions, including 13 questions in the first part of the background information. According to the different choices of the respondents in the first part, the second part of the questionnaire for principals was 28 questions, and the second part of the questionnaire for staff was 28 questions, including single choice, multiple choice, and Likert 5-point scale questions, and the questionnaire is shown in Appendix A.

Formal administration and distribution phase of the questionnaire. The official administration of the questionnaire took place between late August and October 2021. Before administration Based on the consideration of the principles of hierarchical, regional, and convenient distribution of the questionnaire, five cities in Henan Province with certain differences in economic development, Zhengzhou, Xinxiang, Puyang, Jiyuan, and Zhumadian, were selected respectively, and one provincial-level model educational institution, one municipal-level model educational institution, one first-level educational institution, one second-level educational institution, and one associate educational institution were selected from each city, for a total of 25 educational institutions, in an effort to make the sample selection balanced and The sample was selected to be balanced and representative.

Due to the impact of the new crown epidemic, the questionnaire was administered through the following means: (1) for educational institutions in the researcher's workplace, the principle of convenience was followed, and the questionnaire was distributed in person through the introduction of unit leaders and colleagues; (2) the questionnaire was brought back to the principal and other colleagues of the educational institution by teachers who were commissioned to come to our school for study; (3) the questionnaire was distributed electronically through the Internet to students who had graduated from our school and were engaged in early childhood education, and educational institutions in our internship base. (3) Through the Internet, we distributed electronic questionnaires to students who have graduated from our school and are engaged in early childhood education, educational institutions in our internship base, etc., and collected them through the



Internet. A total of 420 questionnaires were distributed, 397 were collected, and 362 were valid. As we can see from Table 2.1, the number of valid questionnaires in the five cities is approximately equal, and the return rate and effective rate of questionnaire distribution are 94.5% and 91.2% respectively, which is in line with the statistical principle of large sample.

Table 2.1 - Formal questionnaire distribution table (geographical area)

Region	Number of issues	Number of recoveries	Valid number
Zhengzhou	90	83	75
Xinxiang	90	85	78
Puyang	80	76	72
Jiyuan	80	77	70
Zhumadian	80	76	67
Total	420	397	362

*Source: prepared by the author*

In addition, the distribution and return of questionnaires for educational institutions of different levels are shown in Table 2.2. From the table, it can be seen that the number of valid copies of questionnaires distributed is 75 for provincial model educational institutions, 72 for municipal model educational institutions, 69 for first-class educational institutions, 68 for second-class educational institutions, and 78 for parochial educational institutions, and the number of questionnaires returned is roughly equal at the educational institution level, which also ensures a balanced sample.

Data analysis and processing stage. A total of 420 questionnaires were distributed in this study, and 397 questionnaires were recovered, of which 362 were valid, with an effective rate of 91.2%. All questionnaires were used for data entry and related data analysis on SPSS 22.0, and the statistical processing was done mainly in the following ways.

A descriptive statistical analysis was conducted to reveal the current status of principals' managerial competence.

Table 2.2 - Summary table of surveyed educational institutions

Campus level	Number of issues	Number of recoveries	Valid number
Provincial Model Garden	90	85	75
Municipal Demonstration Garden	85	79	72
First-class garden	78	75	69
Secondary Garden	77	73	68
Para-operated	90	85	78
Total	420	397	362

*Source: prepared by the author*

A frequency statistical analysis of the difficulties and positive factors encountered in personnel management was conducted to seek to break through the bottlenecks of existing management based on an understanding of the current state of personnel management. One-Way Analysis of Variance (One-Way Anova) was used to examine the differences in personnel management by age, teaching age, professional background, education, and region of the educational institution, respectively, and post hoc multiple comparisons were conducted using LSD for differences that reached significant levels. Factors influencing principals' managerial competence were further explored.

The dimensions of managerial competence of principals in Henan Province in this study were mainly classified according to the professional standards for principals issued by the Chinese Ministry of Education. The current situation of principals' managerial competence includes four main dimensions, including planning institution development, guiding teacher growth, optimizing internal management, and adapting external environment. Besides, two other dimensions are investigated, including leading childcare and education and creating organizational culture, to verify their relevance to managerial competence. The researcher presents and analyzes the overall status of these four dimensions based on the results of the questionnaire survey, and also provides an in-depth analysis of these four dimensions based on the interview results.

Basic information about the respondents. The basic information about the study respondents is shown in table 2.3.

Table 2.3 - Analysis table of the basic situation of the research respondents

Variable Name	Category	Respondents	Proportion (%)	Cumulative proportion (%)
Age	Under 20 years old	16	4.42	4.42
	21-25 years old	173	47.79	52.21
	26-34 years old	94	25.97	78.18
	35-40 years old	48	13.26	91.44
	41-45 years old	18	4.97	96.41
	46-50 years old	8	2.21	98.62
	51 years old and above	5	1.38	100.00
Gender	Male	22	6.08	6.08
	Female	340	93.92	100.00
Teaching experience	0-2 years	77	21.27	21.27
	3-5 years	191	52.76	74.03
	6-10 years	36	9.94	83.98
	11-20 years	38	10.50	94.48
	21-30 years	17	4.70	99.17
	31 years and above	3	0.83	100.00
Professional title	Senior teacher	4	1.10	1.10
	First-grade teachers	20	5.52	6.63
	Second-grade teachers	56	15.47	22.10
	Third-grade teachers	6	1.66	23.76
	Not yet graded	276	76.24	100.00
Monthly salary income (China Yuan)	< 1500	10	2.76	2.76
	1500-2300	127	35.08	37.85
	2301-3100	115	31.77	69.61
	3101-3900	55	15.19	84.81
	3901-4700	16	4.42	89.23
	4701-5500	21	5.80	95.03
	> 5500	18	4.97	100.00
Current highest education level	Primary normal school	32	8.84	8.84
	Junior college	114	31.49	40.33
	Undergraduate	208	57.46	97.79
	Postgraduate	8	2.21	100.00
The major of current degree that obtained	Education	305	84.25	84.25
	Music	7	1.93	86.19
	Fine Arts	2	0.55	86.74
	Sports	1	0.28	87.02
	Other	47	12.98	100.00
Location of educational institution	City	200	55.25	55.25
	County and town	85	23.48	78.73
	Rural	77	21.27	100.00
Current position	Principal	24	6.63	6.63
	Teachers	309	85.36	91.99
	Caretaker	28	7.73	100.00
Total		362	100.0	100.0

Source: prepared by the author

As can be seen from the table above, the respondents include educational institution staff and principals. Among them, 93.92% of the respondents were female, which is in line with the inherent impression of the public perception that there are more female principals and staff. Among the educational institution staff, the majority of teachers were young, with 47.79% of the sample choosing "21-25 years old". The percentage of the sample who chose "26-34 years old" was 25.97%. In other words, 73.76% of the teachers were young.

In terms of teaching experience, "1-3 years" accounted for the highest percentage, at 37.57%. In terms of professional and technical titles, 276 people in the sample chose "temporarily unclassified", with a ratio of 76.24%, while the ratio of senior titles was 1.10%, the lowest. The percentage of respondents earning RMB1500-2300 is the highest, at 35.08%. The percentage of respondents decreases as the salary level increases.

In terms of the highest current education, 59.67% had a bachelor's degree or higher, 31.49% had a college degree, and 8.84% had a high school or junior college degree. At the time of obtaining their current education, 84.25% of the respondents chose to major in education. The educational institutions where the respondents worked were 55.25% in the city, 23.48% in the county and town, and 21.27% in the countryside. In terms of current positions held, 6.63% were principals, 85.36% were teachers, and 7.73% were caregivers.

Therefore, in terms of age, teaching age, highest education level after teacher training, and job title, the sample taken in this study is highly representative and is mainly composed of young and middle-aged teachers.

Analysis of the dimensions of principals' managerial competence. SPSS22.0 statistical software was used to statistically analyze the questionnaire data, based on the professional standards for principals, and different variables were generated based on the questions for different groups of principals and staff, namely, planning institution development (D1), guiding teacher growth (D2), optimizing internal management (D3), Adapting external environment (D4), and the total level of management competence (D). To more objectively reflect the managerial

competence of the principal, the same dimensions have the principal evaluation and the faculty evaluation in order to present their management status from multiple perspectives.

Combining the above analysis of specific topics in each dimension of the principal's managerial competence, the following comparisons were made for the variables (D1, D2, D3, D4, and D) that have been generated among principals and teachers, see table 2.4.

Table 2.4 - Comparison of the mean values of the dimensions of the principal's managerial competence

Dimensions	Evaluation subjects	Average value	Standard deviation
D1	Faculty member evaluation	4.41	0.62
	Principal evaluation	3.79	0.67
D2	Faculty member evaluation	4.26	0.80
	Principal evaluation	3.93	0.70
D3	Faculty member evaluation	4.22	0.69
	Principal evaluation	3.44	0.54
D4	Faculty member evaluation	4.31	0.72
	Principal evaluation	3.78	0.63
D	Faculty member evaluation	4.30	0.63
	Principal evaluation	3.74	0.55

*Source: prepared by the author*

The mean score of the total level of the principal's managerial competence was 3.74, and the mean scores of the four sub-dimensions of the principal's managerial competence ranged from 3.44 to 3.93. The scores of each dimension and the total level were higher than the general level, indicating that the principals considered themselves to have a high level of managerial competence. The mean score of the total managerial competence of the teachers and caregivers was 4.30, and the mean scores of the four dimensions ranged from 4.22 to 4.41. The scores of all dimensions and the total level were higher than the general level, indicating

that the management level of the principals was generally higher. The respondents of this questionnaire mainly came from educational institutions in our internship base, as well as teachers and principal training bases, etc. The quality of the principals and teachers who participated in the survey was generally good, which may be one of the reasons for the high level of leadership of the principals in this survey.

The highest score of 3.93 was based on the mean of the principal evaluation of managerial competence, with the following dimensions in descending order: Dp2 > Dp1 > Dp4 > Dp3. The highest score for the faculty evaluation of the educational institution's management status was 4.41 based on the mean comparison, and the dimensions in descending order were Df1 > Df4 > Df2 > Df3. According to the principal evaluation and the faculty's evaluation, the lowest score for both was D3, which means that principals need to improve internal management the most. The principals generally felt that they did the best job in D2 and scored the highest. However, the faculty evaluation ranked third, which is a big difference from the principal evaluation. The analysis of the specific topic descriptions for each dimension is as follows. In terms of planning institution development, the items involved in the questionnaire and corresponding variable numbers are shown in table 2.5.

Table 2.5 - Variables and items for the dimension of planning institution development

Dimension	Items in the questionnaire
Planning institution development (D1)	Principal questionnaire: <ul style="list-style-type: none"> <li>• 14. Master the national education policy and relevant laws and regulations, and be familiar with the relevant policies of education. (Dp1-1)</li> <li>• 15. Organize experts, staff, and parents to participate in the institutions' development plan. (Dp1-2)</li> <li>• 29. Involve the staff in personnel management and decision-making, and implement democratic management. (Dp1-3)</li> </ul>
	Faculty member questionnaire: <ul style="list-style-type: none"> <li>• 14. Implement the national education policies and comply with education laws and regulations. (Df1-1)</li> <li>• 15. Participate in the development plan of the educational institution.(Df1-2)</li> <li>• 31. Develop the plan of phased educational activities and a specific program of activities for the class. (Df1-3)</li> </ul>

*Source: prepared by the author*

The mean values of the principal evaluations were 3.96, 3.67, and 3.75, respectively, based on the specific topics identified. The lowest score was Dp1-1, as shown in figure 2.1,

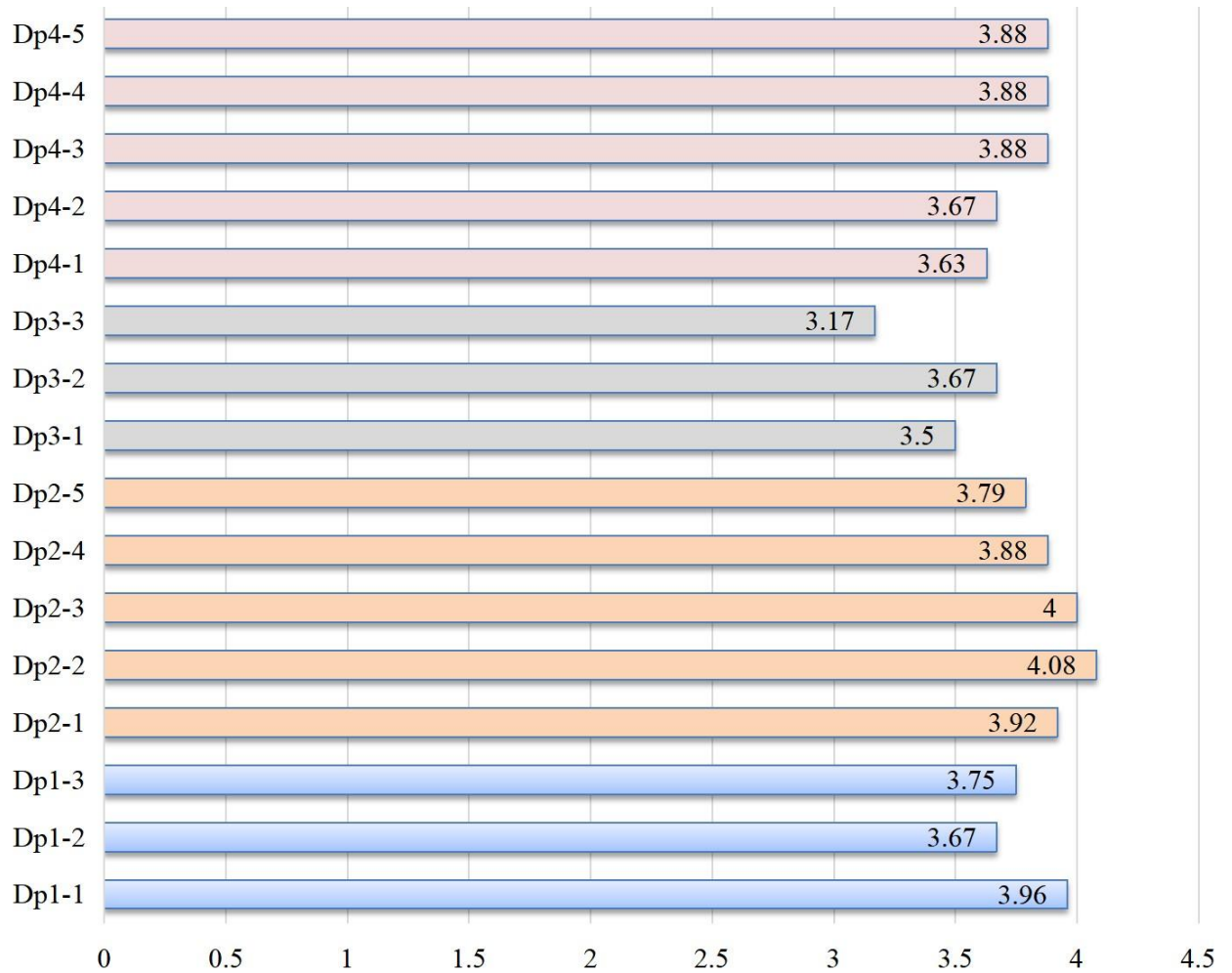


Figure 2.1 - Comparison of principal evaluation among different items

*Source: formed by the author*

As shown in figure 2.2, 338 faculty members rated themselves as being able to participate in the development planning of educational institutions with scores of 4.22 or higher. Among them, the highest score was Df1-1 and the lowest score was Df1-2. Combining the principal evaluation questionnaire and the faculty questionnaire, the best performance in planning institution development is Dp2-2 in principal evaluation, and the best performance is Df1-1 in faculty evaluation, although the average values of the two are slightly different. In personnel

management, the ability to mobilize all parties to contribute ideas and participate in the institution development is also an important point in the democratic management of educational institutions.

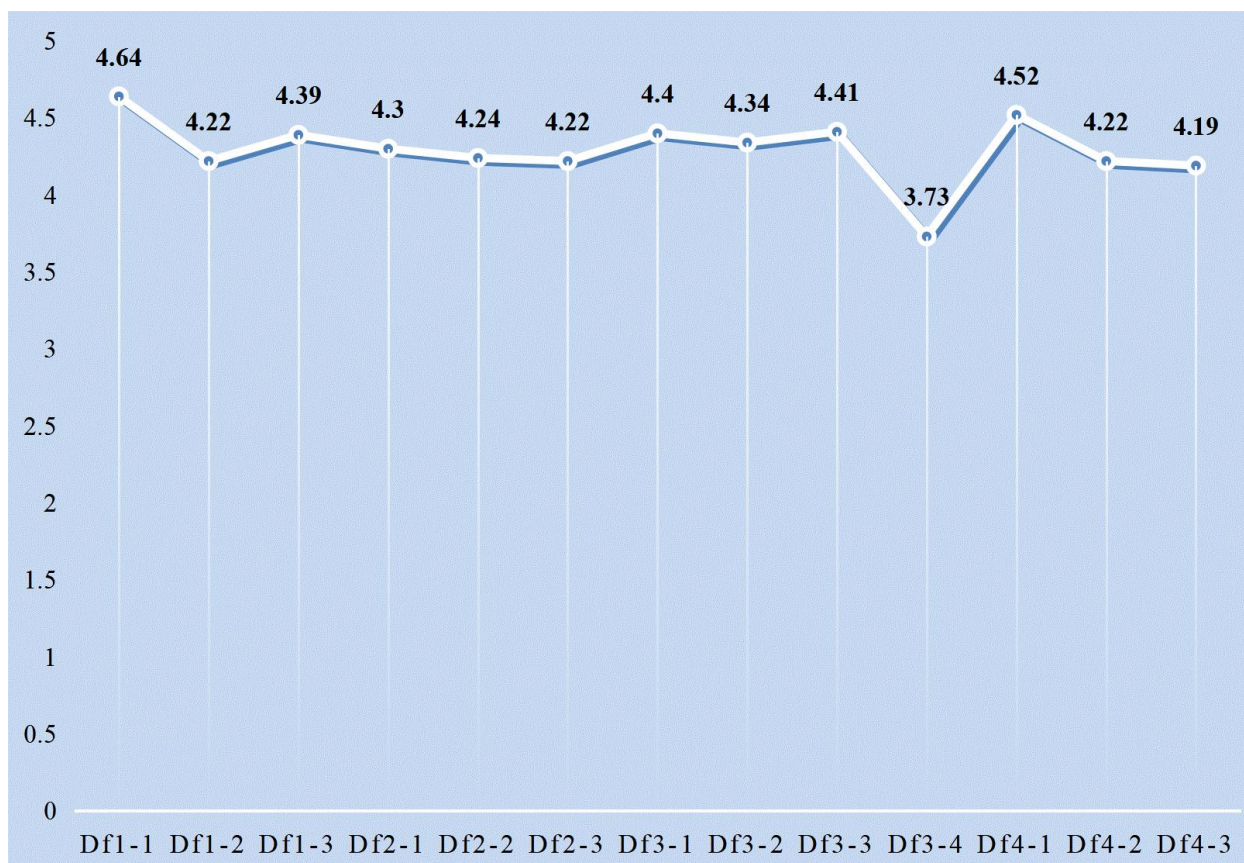


Figure 2.2 - Comparison of faculty member evaluation among different items

*Source: formed by the author*

In terms of guiding teacher growth, the items involved in the questionnaire and corresponding variable numbers are shown in table 2.6. The overall mean score of the principal evaluation questionnaire was above 3.7. The first two items that the principals thought were the best were Dp2-2 and Dp2-3. The two items with the lowest scores were Dp2-4 and Dp2-5. In interviews with principals, all three principals said that they supported professional training and further study as an important way to improve the professionalism of teachers. However, with the liberalization of China's "three-child policy" and the presence of a large number of teachers of childbearing age, combined with the mobility of existing teachers, the principals were caught in a conflict.



Table 2.6 - Variables and items for the dimension of guiding teacher growth

Dimension	Items in the questionnaire
Guiding teacher growth (D2)	Principal's questionnaire: <ul style="list-style-type: none"> <li>• 19. Focus on recommending excellent spiritual and cultural works and classical reading materials for young children to teachers. (Dp2-1)</li> <li>• 21. Make professional evaluations and provide guidance on the educational philosophy and behavior of teachers. (Dp2-2)</li> <li>• 23. Pay attention to the physical and mental health status of teachers. (Dp2-3)</li> <li>• 24. Support teachers to participate in professional training and further studies. (Dp2-4)</li> <li>• 25. Develop professional development plans appropriate to different levels of teachers. (Dp2-5)</li> </ul>
	Faculty member questionnaire: <ul style="list-style-type: none"> <li>• 18. Experience in attending professional training and further study outside or online within the past year. (Df2-1)</li> <li>• 22. Get a sense of accomplishment in work. (Df2-2)</li> <li>• 25. Have a plan for professional development in work. (Df2-3)</li> </ul>

*Source: formed by the author*

The main concern of the principals is that the number of female teachers and the number of maternity leave teachers has increased the shortage of teachers. If the teachers go for training, not only will the original work of the educational institution be affected, but more importantly, the idea of teachers going for preparation and entering better educational institutions will increase after professional in-service training. This will invariably increase the mobility of teachers and the existing staff will suffer some impact. In addition, the existing educational institution teaching order has already been affected to some extent due to the cumbersome administrative matters and the new crown epidemic. In particular, one of the private principals interviewed mentioned that "under the impact of the new epidemic in the past two years, the survival of private educational institutions has faced serious challenges, and it is not easy for them to function normally, so the management of educational institutions is mainly focused on crisis and emergency management, and there is no extra time and energy to develop professional development plans for different levels of teachers".

The lowest score in the faculty evaluation of the principal's leadership in teacher growth was Df2-3. In the interviews with three teachers, two of them

indicated that they did not have a clear professional development plan, mainly because of the tedious educational institution routine and administrative checks. Although educational institutions run half-day shifts, half of which must also be spent in educational institutions preparing lessons or doing other work, the daily work of educational institutions is already exhausting, and the lack of freedom in working hours also leaves no time to think about their professional development in addition to their daily educational.

Based on the survey and interview results of the principal, the principal believes that Dp2-5 is the most inadequate in leading the professional growth of teachers. This is in line with the feelings of teachers. Therefore, in the management of educational institutions in Henan Province, the development of professional development plans for teachers at different levels is a shortcoming that needs to be strengthened. How principals can enhance the internal motivation of teachers and the spontaneous development of professional development plans suitable for them by teachers is also an area that principals need to focus on.

In terms of optimizing internal management, the items involved in the questionnaire and corresponding variable numbers are shown in Table 2.7.

Table 2.7 - Variables and items for the dimension of optimizing internal management

Dimension	Items in the questionnaire
Optimization of internal management (D3)	Principal's questionnaire: <ul style="list-style-type: none"> <li>• 26. Anticipate and skillfully handle various conflicts in the garden. (Dp3-1)</li> <li>• 27. Establish clear and reasonable rules and regulations suitable for educational institutions. (Dp3-2)</li> <li>• 34. The educational institution has a low turnover rate and stable staff over time. (Dp3-3)</li> </ul>
	Faculty member questionnaire: <ul style="list-style-type: none"> <li>• 17. Participate in the management of the day-to-day affairs of the educational institution. (Df3-1)</li> <li>• 26. The existing daily regulations and management system of the educational institution is clear and reasonable. (Df3-2)</li> <li>• 27. Be familiar with the safety emergency plan of educational institutions and master the basic methods of safety protection and rescue for children. (Df3-3)</li> <li>• 29. The existing salary and benefit system of the educational institution is clear and reasonable. (Df3-4)</li> </ul>

*Source: formed by the author*

The principal evaluation questionnaire scored no more than four points overall, with the lowest overall score compared to the previous one on planning institution development and leading teachers' growth. The principals thought that they did the best job in management in Dp3-2 and the lowest score was Dp3-3.

In the faculty evaluation result, the highest score was for Df3-3. In Chinese educational institutions, safety is always the priority. In the daily education and teaching activities, educational institutions have "fire drills" and "earthquake drills", and teachers have mastered the basic methods of child safety protection and rescue. The Ministry of Education of China has issued an official guideline document and manual, "Technical Program for Prevention and Control of New Pneumoconiosis in Child Care Institutions in the Spring Semester (3rd Edition)", for the sudden outbreak of New Pneumoconiosis. The manual provides detailed instructions on preparation before the opening of educational institutions as well as monitoring and alerting and health reporting after the opening of educational institutions. It also laid the foundation for educational institution staff to be familiar with the safety emergency plan for educational institutions.

In the faculty evaluation, the lowest score was Df3-4, but the highest score was Dp3-2 in the principal evaluation. There are some discrepancies between the two evaluations. According to the survey on the basic conditions of the staff, among 338 staff members (teachers and caregivers), the top three-monthly salaries (China Yuan) were 1,500-2,300, 2,301-3,100, and 3,101-3900. The proportions were 37.57%, 31.66%, and 15.68%, respectively. In other words, 84.91% of teachers' salaries are not more than four thousand dollars. In the questionnaire, I set up a multiple-choice question, the stem of which was "Your unit has paid for you", and the options were: pension insurance, medical insurance, unemployment insurance, work injury insurance, maternity insurance, housing fund, and none of the above. Among them, 196 people, or 57.99%, chose educational institutions that have paid medical insurance. The number of those who chose to have paid pension insurance was 192, accounting for 56.80%. The number of people who chose to pay work injury insurance was 174, accounting for 51.48%. The number of people

who chose to pay unemployment insurance was 161, accounting for 47.63%. The number of people who chose to pay maternity insurance was 154, accounting for 45.56%. The number of people who chose to pay housing funds was 97, accounting for 28.70%. The number of those who chose not to pay all of the above was 121, accounting for 35.80%. As the basic rights and interests of the staff, the "five insurance and one fund" is the basic welfare system to protect the staff, but the percentage of those who did not pay any of the "five insurance and one fund" is 35.80%, which is very high. These data indicate that the lack of attractiveness of the educational institution's salary and welfare system to teachers is one of the main reasons why teachers leave or have the intention to leave. Only in this way can excellent preschool teachers be attracted and retained. is an effective way to prevent teacher turnover (Stoyanets & Xia, 2019).

In terms of adapting external environment, the items involved in the questionnaire and corresponding variable numbers are shown in table 2.8.

Table 2.8 - Variables and items for the dimension of adapting external environment

Dimension	Items in the questionnaire
Adapting external environment (D4)	Principal's questionnaire: <ul style="list-style-type: none"> <li>• 17. Focus on promoting the philosophy of the school to parents and gaining support. (Dp4-1)</li> <li>• 18. Pay attention to the creation of educational institution environment, and play the role of environmental education. (Dp4-2)</li> <li>• 30. Encourage and organize teachers and students to participate in community charity activities. (Dp4-3)</li> <li>• 31. Be good at seeking social resources outside the school to promote educational institution development. (Dp4-4)</li> <li>• 32. Focus on the use of information media and other means to achieve multi-channel home communication. (Dp4-5)</li> </ul>
	Faculty member questionnaire: <ul style="list-style-type: none"> <li>• 20. Focus on the use of information media and other means to achieve multi-channel home communication. (Df4-1)</li> <li>• 32. Regularly use the resources of the family and community for educational activities. (Df4-2)</li> <li>• 33. Emphasis is placed on establishing a mechanism of cooperation with family by means of parent open days and parent-child activities. (Df4-3)</li> </ul>

Source: formed by the author

A minimum score of 3.63 was found in the principal evaluation questionnaire by comparing the mean scores, which was Dp4-1. The maximum score for the principal evaluation is 3.88, which includes Dp4-3, Dp4-4, and Dp4-5. This shows that leaders can mobilize various external forces for institutional development. However, in the areas of Dp4-1 and Dp4-2, it is necessary for the principal not only to pay attention to the philosophy, but also to have certain managerial competence and skills, and to make use of the strength of the staff to truly play a nurturing role in the environment. In order to truly play the role of environmental education, and to gain parental support for the philosophy of educational institutions.

In the faculty evaluation questionnaire, the scores in descending order were Df4-1>Df4-2>Df4-3. The first two high scores also focus on the adaptation of the external environment in terms of philosophy, which coincides with the results of the principal evaluation. What the staff felt needed to be improved remained at the behavioral level, i.e., the need to regularly use the resources of the family and community for educational activities.

Combining the results of the interviews with principals, two of them identified the same dilemma in the management of educational institutions. In recent years, due to the epidemic, it has been difficult to conduct activities offline using family and community resources because there are so many safety factors to consider. While it is easier to conduct educational activities online using family resources, it is difficult to do so at the community level. This is mainly due to the fact that the community has a large scope of jurisdiction and has no time for cooperation with educational institutions. It can be seen that in adapting to the external environment, principals need to actively overcome difficulties and consistently adhere to behaviors, in addition to paying attention to concepts and ideas.

## 2.2. Diagnostics of the personnel management system of educational institutions in China

To explore the factors influencing the managerial competence of principals, this study specifically analyzed the relationship between the managerial competence of principals and the demographic variables through the results of the principals' questionnaire. The results of the data analysis showed that there were varying degrees of differences in the managerial competence of principals in terms of age, teaching experience, highest current education, and professional background.

Analysis of age differences in management competence. One-way ANOVA was used to examine the differences in the management competence of the principals by age, as shown in table 2.9. The results showed that the P-values for the principals by age was greater than 0.05 for Dp1, Dp3, and Dp4, implying that there was no difference. Whereas, the p-value for age in terms of Dp2 was less than 0.01, implying a highly significant difference in terms of Dp2 for principals of different ages. Further comparison shows that in terms of Dp2, the scores were from highest to lowest: 41 years and above > 26-34 years > 35-40 years > 21-25 years.

Table 2.9 - Age differences in principal management competence

Dimensions	Age (mean ± standard deviation)				F	p
	21-25	26-34	35-40	>40		
Dp1	3.00±0.00	3.93±0.37	3.74±0.75	4.33±0.00	1.918	0.159
Dp2	3.00±0.00	4.12±0.18	3.79±0.67	4.93±0.12	5.849	0.005**
Dp3	3.00±0.00	3.60±0.37	3.52±0.55	3.11±0.77	1.105	0.370
Dp4	3.00±0.00	3.64±0.33	3.86±0.73	4.20±0.00	1.768	0.186

\*  $p < 0.05$  \*\*  $p < 0.01$

Source: prepared by the author

Analysis of teaching age differences in management competence. A one-way ANOVA was used to examine the differences in the management competence of

the principals by age, as shown in table 2.10. The data showed that the age of the principals did not differ for both Dp3 and Dp4 ( $p>0.05$ ). The teaching experience of the principals showed significant differences for both Dp1 and Dp2 ( $p<0.05$ ). By specifically comparing the differences in means, in Dp1, the mean value of principals with different teaching ages in descending order were: 21 years and above, 3-5 years > 6-10 years > 11-20 years > 0-2 years. For Dp2, the mean value of principals with different teaching experiences was in descending order, 21 years and above > 3-5 years > 6-10 years > 11-20 years > 0-2 years. Combining the results of these two comparisons, principals with 21 years or more of teaching experience had the highest mean value in both Dp1 and Dp2. In contrast, principals with less than two years of teaching experience (principals who have just started their educational institutions) scored the lowest on these two dimensions.

Table 2.10 - Teaching age differences in principal management competence

Dimensions	Teaching age (average)					F	p
	0-2	3-5	6-10	11-20	20		
Dp1	3.00	4.33	3.97	3.33	4.33	3.175	0.037*
Dp2	3.00	4.20	3.93	3.70	4.93	4.047	0.015*
Dp3	3.00	4.00	3.50	3.56	3.11	1.002	0.431
Dp4	3.00	4.00	3.78	3.80	4.20	1.154	0.362

\*  $p<0.05$  \*\*  $p<0.01$

*Source: prepared by the author*

Analysis of education level differences in management competence. A one-way ANOVA was used to examine the differences in the managerial competence of the principals with different educational levels, as detailed in table 2.11. From the table, it is clear that the highest educational level of the principals showed significant differences ( $p<0.05$ ) for the Dp2 aspect of their managerial competence. By specifically comparing the differences in the means, in terms of Dp2, the scores of garden principals with different degrees were, in descending order, college, graduate, and bachelor's degree. In terms of Dp2, principals with college degrees scored the highest, followed by those with graduate degrees, and again those with

bachelor's degrees. Combined with the factor of the principal's teaching experience, the principal with a college degree has the longest teaching experience and extensive management experience. The theoretical knowledge of the principals with postgraduate degrees is richer and their research literacy is higher, which is also conducive to their professional growth as leading teachers.

Table 2.11 - Degree differences in principal management competence

Dimensions	Current highest degree that obtained (average)			F	p
	College	Undergraduate	Postgraduate		
Dp1	4.33	3.58	4.06	2.542	0.103
Dp2	4.93	3.75	3.90	4.848	0.019*
Dp3	3.11	3.49	3.50	0.645	0.535
Dp4	4.20	3.61	4.00	1.631	0.220

\*  $p < 0.05$  \*\*  $p < 0.01$

*Source: prepared by the author*

Analysis of professional background differences in management competence. One-way ANOVA was used to examine the differences in the management competence of principals with different professional backgrounds, as shown in table 2.12. The results showed that there was no significant difference ( $p > 0.05$ ) in the Dp3 dimension for the major studied when the principal obtained her current degree, but there was a significant difference ( $p < 0.05$ ) in the dimension Dp1. There was a highly significant difference ( $P < 0.01$ ) in the Dp2 and Dp4 dimensions for the major studied when the principal obtained her current degree. By comparing the differences in the means, it can be seen that in the Dp1 and Dp4 dimensions, the professional backgrounds in descending order of scores were: education > art > music > other. In the Dp2 dimension, the professional background of principals in descending order of scores was: art > education > music > other. It is clear from the comparison that principals who graduated from education majors have obvious advantages in personnel management, compared with art, music, and other majors, education majors will offer management courses such as personnel management in addition to education and other professional courses. In terms of Dp2, the highest



scores of principals graduated from art majors are probably related to their being art majors and having some creativity in leading teachers' professional growth.

Table 2.12 - Professional background differences in principal management competence

Dimensions	The major of current degree that obtained (average)				F	p
	Education	Music	Fine Arts	Other		
Dp1	4.58	3.67	4.33	3.53	4.572	0.014*
Dp2	4.50	4.00	5.00	3.63	5.368	0.007**
Dp3	3.75	3.33	2.67	3.49	2.226	0.117
Dp4	4.65	3.80	4.20	3.49	6.717	0.003**

\*  $p < 0.05$  \*\*  $p < 0.01$

*Source: prepared by the author*

With the deepening of the principal system, the call for the principal's career to move from quasi-professional to professional has grown stronger. The professionalization of the principal requires the principal to master the organizational management knowledge and abilities, but also to be familiar with the professional knowledge of educational institution care and education. The degree of mastery of professional theoretical knowledge is a reflection of the theoretical training level of the principal, which is the foundation of his or her development. Only by profoundly mastering professional theoretical knowledge can they consciously integrate it into their practical work, realize the organic link between theory and practice, use theory to guide practice, and promote the understanding of theory through practice (Lv & Yang, 2011). The influence of a principal's professional background on his or her level of managerial competence may be due to the fact that principals with a background in education are better able to take on the role of "chief teacher", i.e., "teacher's guide", which can be directly or indirectly translated into the promotion of These can be directly or indirectly translated into the ability to promote institution development. Based on their rich theoretical knowledge, they can better understand the true meaning of early childhood education, plan institution development based on scientific

education concepts, and lead teachers to set appropriate educational goals.

Analysis of regional differences in management competence. One-way ANOVA was used to examine the differences in the management competence of principals across geographic regions, as shown in Table 2.13. The results showed that there was no significant difference between principals across geographic regions in D3 and D4, with p-values of 0.569 and 0.273 ( $p > 0.05$ ), respectively. There was a significant difference in Dp1 and Dp2 between principals from different regions with p-values of 0.025 and 0.039 ( $p < 0.05$ ), respectively, and the mean values were higher in urban than in rural areas. That is, principals in different geographical areas are higher in urban than rural areas at D1 and D2 levels. The reason for this is that there is still a significant urban-rural dichotomy in China, which also shows that urban areas are better than rural areas in all aspects of development. As with economic regions, cities and towns are more likely to attract talented people to work in educational institutions than rural areas. At the same time, many college students are reluctant to work in rural areas after graduation, which delays the improvement of the rural educational institution teaching force and correspondingly reduces the pool of excellent principals in rural areas. In addition, compared to urban principals, rural principals have relatively fewer opportunities for training and learning, which also makes them lack strong follow-up support and resources to supplement their professional growth.

Table 2.13 - Region differences in principals' management competence levels

Dimensions	Region of the educational institution (mean $\pm$ standard deviation)		F	p
	Cities and towns	Rural		
Dp1	3.96 $\pm$ 0.68	3.28 $\pm$ 0.25	5.761	0.025*
Dp2	4.10 $\pm$ 0.69	3.43 $\pm$ 0.46	4.797	0.039*
Dp3	3.41 $\pm$ 0.52	3.56 $\pm$ 0.62	0.335	0.569
Dp4	3.87 $\pm$ 0.66	3.53 $\pm$ 0.52	1.265	0.273

\*  $p < 0.05$  \*\*  $p < 0.01$

Source: prepared by the author

The influence of personal experience on principals' management competence.

In order to deeply analyze the managerial competence of principals, the author used the interview method on top of the questionnaire to explore the factors influencing the principals' managerial competence. Through in-depth interviews with the principals, this study forms a close relationship between the principals' management competence and the organizational environment and daily events of the educational institution and to gain a deeper understanding of the values and emotional feelings behind the principals' management behaviors. The interviews were conducted in the following steps: first, interview design, which is the selection of interviewees and the design of the interview outline; second, interview implementation, which is the core and key of the interviews, by agreeing on the interviewees, conducting interviews, and collecting the information needed for the study; organizing the interview data, which mainly refers to converting the audio data into text data and coding the text data. Finally, the interview data is analyzed and summarized to draw conclusions.

In order to obtain richer interview data, non-probability sampling was used for the selection of interviewees, specifically "purposive sampling", that is, the interviewees were selected according to the purpose of the study, and those who could provide the greatest amount of information for the research questions were selected. In this study, the interviewees were mainly from educational institutions in our internship sites and township educational institutions, and the overall level of the interviewees was high. A combination of peer nomination and training center recommendation was used for the specific operation, and three principals were finally selected as interviewees based on full consideration of their situation and the characteristics of their educational institutions.

The interviews began in late November 2021 and ended in late December 2021. The author conducted one-on-one on-site interviews with the interviewed principals, each interview lasting about 1.5 hours, in an undisturbed office. The author mainly used semi-structured interviews, which were open and flexible, and the interviews mainly covered the key elements and difficulties of the principal's managerial competence. The interviews mainly covered the following (see

Appendix 2 for the specific interview outline):

- Teaching and administrative experiences before becoming the principal;
- The development history of the educational institution;
- The things that were done successfully in the management of the educational institution;
- The factors influencing the management of the educational institution;
- The problems or confusions encountered in the management practice.

At the beginning of the interview, the author first explained to the interviewee the purpose of the interview, the general content, and the use of the interview data, and promised that the information obtained would be kept strictly confidential to dispel the interviewee's concerns. Before the interview, the interviewees were asked whether they agreed to be recorded and whether their wishes were respected. The interview was conducted mainly around a pre-drafted interview outline, which was adjusted according to the content of the interviewee's answers and the specific situation so that the interview process was not completely confined to the content of the interview outline and the order of questions. During the interview, the author tried to remain neutral and objective when asking questions, avoiding subjectivity and bias and asked follow-up questions about the content or valuable "points" that I did not understand during the interview. At the end of the interview, the author thanked the interviewees and gave them the books they needed or management books, and all the interviews were completed in a pleasant atmosphere.

After the interviews were completed, the researcher organized the interview data in a timely manner. For the contents recorded by transcription, the researcher generally transcribed them into electronic text on the same day or the next day to ensure that the primary notes were organized and supplemented with important information that was not recorded in time on the spot before the memory faded. For the recorded interviews, the researcher performed word-for-word transcriptions and organized them into electronic textual materials for later analysis and research. In order to follow the ethics of scientific research, the researcher presented the

names of the interviewed principals in the form of codes. The specific coding of the information obtained from the interviews was as follows, see table 2.14.

Table 2.14 - Basic information of the interviewed principals

No.	Gender	Finally Academic qualifications	Major	Teaching age	Service life with the post	Nature of the garden	Region	Total of faculty number	Number of classes
L1	Female	Postgraduate	Education	10	5	Private Garden	City	78	15
L2	Female	College	Early Childhood Education	31	18	Public Parks	City	92	20
L3	Male	College	Management	14	13	Private Garden	Rural	33	9

*Source: prepared by the author*

Before conducting the interviews, the researcher focused on selecting principals with different characteristics and backgrounds as interviewees, but considering the correlation between the level of principals' managerial competence and their individual growth experiences, the author believes that it is necessary to understand this aspect of the principals' information in detail so that the practical performance and influencing factors of principals' managerial competence can be better analyzed. The following are the teaching and administrative experiences mentioned by several principals in the interviews.

L1: After graduating with a master's degree in 2010, she worked as a teacher in a provincial model educational institution in Henan Province. In 2015, she quit her job at an educational institution. In 2016, she started a private educational institution with her funds and began working as the principal.

L2: She graduated from a secondary teacher training school in 1990, majoring in early childhood education. After graduation, I joined my current educational institution as a teacher. Later, she received a college degree through continuing education. Due to her outstanding performance, she was promoted to the position of principal of an educational institution in 1999, deputy principal in 2002, and principal of the provincial model educational institution in 2004.

L3: She graduated from a secondary teacher training school in 2003 with a

major in general teacher training. Later, she went through further education, and her highest degree was a bachelor's degree. After graduation, he worked as an elementary school teacher for three years. In 2007, he and his wife started a private educational institution with their funds and began to work as the principal of the educational institution.

All three of the garden principals interviewed had more than 10 years of teaching experience and all had to experience as front-line teachers. Both principals L1 and L3 had worked in other organizations before assuming the position of principal.

In 2020, the Ministry of Education of China released the Draft Law of China on Education (Draft for Public Comments), which proposed, For the qualifications of principals, China has implemented a qualification system for principals. Principals should have a teacher qualification, a college degree or higher, more than five years of experience as a teacher or educational institution manager, and a certificate of qualification from the training for principals organized by provincial education administrative departments.

The national principal qualifications, responsibilities, and job requirements (for trial implementation), the qualifications of the principal, in addition to the educational requirements, in terms of work experience as follows, model educational institution and township center principal has more than five years of early childhood education work experience and has an elementary school, educational institution senior teacher position. Other principal should have some early childhood education work experience and has an elementary school, or educational institution first-class teacher position. The work experience of principals before they take office can be divided into front-line teaching experience and administrative work experience, which help them accumulate front-line teaching experience and middle management experience, laying a good practical foundation for them to exercise leadership.

First, frontline teaching experience has an impact on the managerial competence of the principals. After analyzing and summarizing the background

information of the principals, we can see that all three principals have front-line teaching experience and are all key teachers. As principals, only when they are familiar with the teaching work of educational institutions and have excellent professionalism can they clearly and accurately establish the philosophy and development goals of educational institutions, better control and organize the work of educational institutions in an orderly manner, and promote the rapid development of educational institutions. The following interview data of the three principals confirm this point.

L1: When I was studying at the graduate level, I became interested in educational institution teaching activities through daily visits to observe educational institutions. After graduation, I also hesitated about whether I needed to take the preparation exam to enter a university as a teacher. However, at that time, I was already over 30 years old, and because of the age limit, I could not pass the exam to enter a career unit like a university. I quickly adjusted my mentality and joined a provincial model educational institution in Zhengzhou to be a teacher. In the front-line teaching, I got a deeper understanding of Waldorf and Montessori teaching. Combined with my understanding of education and the fact that the state had a good policy that said every residential neighborhood should have at least one educational institution attached to it, I saw a great opportunity. My family is in good condition, and my husband and family gave me a lot of support in renting the space in the neighborhood and going to the relevant education department for the relevant procedures.

L2: I joined my current educational institution after graduating from secondary school in 1990. When I joined before, our educational institution was not a provincial model educational institution, but only an educational institution attached to a university. In my ninth year on the job, I was promoted to the position of principal of the educational institution, and in 2002 I was promoted to the position of deputy principal, and in 2004 I was appointed to the position of principal. Our educational institution is now a provincial model educational institution, and because it is an educational institution affiliated with a university,

we are mainly responsible for enrolling the children of university teachers and for enrolling the children nearby, but the main thing is to ensure that the children of university teachers are enrolled in the educational institution.

L3: Previously, I studied general teacher training in middle school, and did not study teaching. At that time, our school's training goal was to train qualified rural elementary school teachers. I graduated in 2003, and the state assigned jobs for secondary school students who graduated before, but our class, we needed to find our jobs. After graduation, I went to teach in a township elementary school as a physical education teacher, including teaching work in elementary school and teaching physical education in educational institutions. In 2006, with the support of my family, I opened an educational institution in my village, which was also short of funds at that time, and the educational institution was a family courtyard type. After I got married, my wife and I ran this educational institution together, and it is only now that it is slowly growing .....

The L1 principals interviewed by the author had specifically mentioned that the principal is not only an administrative position, but it represents professional leadership, and it is difficult to play a real leading role if you know nothing or little about the knowledge and cutting-edge issues in the field of education. The three principals' front-line educational institution teaching experience also makes it easier for them to understand the needs of staff, children and parents after becoming principals, and to pay more attention to their interests and feelings, so that they can provide them with effective support and assistance in a timely manner.

Secondly, administrative work experience and professional background have a positive impact on the managerial competence of the principal. As a principal, in addition to being familiar with education and teaching, her management also includes setting educational institution development goals, creating good organizational culture, communicating with staff, handling internal affairs, and coordinating resources outside the educational institution. The professionalization of the principal is a process of renewal, evolution, and enrichment of the principal's internal professional structure, in which the principal transforms from the role of



teacher to that of manager and leader. In China's public educational institutions, principals are generally selected from a pool of teachers with extensive experience in front-line teaching. It is difficult for an ordinary front-line teacher to be promoted directly to the position of principal, and he or she is usually promoted to the middle-level leader first and then to principal. In the author's interview with the L2 principal, she found her previous administrative experience to be very helpful. Because of her previous work as a principal of childcare, she had a more comprehensive and in-depth understanding of front-line teaching and childcare in educational institutions, and she performed more comfortably in leadership practice and had a better understanding of the needs of teachers and other middle managers.

There are two main ways to appoint a principal to a private educational institution. One is an educational institution founded on the basis of legal policies, etc., and the founder can become the principal directly if he or she meets the criteria for the post of principal. The other is an educational institution founded by another group or entity, where the board of principals, etc., discusses who to appoint as the principal, and these principals include key teachers, retired principals of other educational institutions, and retired elementary school principals, etc., without being bound to a hierarchical rise in administrative rank. The two private educational institutions selected for this study were one in an urban area and one in a rural area. The principals of both educational institutions belong to the first category, founding their educational institutions and serving as principals themselves. In the author's opinion, this would give the principals more relative autonomy. These two private educational institutions have been able to maintain good operations within educational institutions despite the New Crown epidemic and other circumstances, which are inseparable from the efficient management of the principals. However, during the interviews, both L1 and L3 principals reported that they experienced a certain period of adjustment and frustration after becoming principals due to their lack of administrative work experience.

L1: Since I studied education as a graduate student and have been to many educational institutions for observation, I was quite comfortable with classes and parents when I was a front-line teacher. In the past, my main focus was on teaching, and I did not hold any administrative positions. When I started my educational institution, I had to be more artistic in the way I dealt with problems and managed teachers, and I still needed to grow in this regard. After becoming the principal of the educational institution, I mainly brought teachers together to do garden-based teaching and research in the process of building the garden-based curriculum. I watched a teacher's lecture and presentation with the teachers who participated in the study and then organized reflections and presentations on the activities we had just done. Finally, I will guide and summarize the activity and the teachers' presentations from multiple perspectives to promote their professional improvement. In terms of personnel management, I will actively participate in any meetings and lectures related to principal training. After exchanging with other principals, it was a great improvement for myself.

L3: I became a principal directly from an elementary school teacher. I started a family garden educational institution with a total of five or six principals and teachers. At the beginning of the educational institution, I found it more difficult to communicate with my parents, the loss of teachers, and how survive in a small private school. I had some theoretical support because I had studied a college in management before. For the practical difficulties I encountered, I added a QQ group for principals to exchange ideas, and in the past few years, I have added some WeChat groups. When I encountered problems, I could communicate and exchange with other principals, and I grew a lot of experience. During the new epidemic, there were some free remote lectures on the Internet, and I listened to them when I had time, which helped me.

According to the results of the interviews with the three principals, they all agreed that administrative experience and professional backgrounds related to education and management contributed to the level of managerial competence. Professional backgrounds help principals to have a deeper understanding of

professional knowledge, use professional skills, and guide teachers in education and teaching. Knowledge is the basis of competence, and deep cultural literacy can make the principal wiser and more vigorous. Professional subject knowledge helps the principal implement management under the guidance of scientific educational philosophy, and also helps establish the principal's professional authority to better influence and lead the staff in their work and effectively achieve leadership of the educational institution. On the other hand, the existing administrative experience helps the principals to accumulate rich management experience, which helps them to become more familiar with the organizational structure and operation system of educational institutions faster, so that they can be more competent in personnel management. Although the two private principals had no relevant administrative experience prior to starting the educational institution, they both demonstrated a strong learning ability after assuming the principalship. Moreover, both principals were very willing to communicate with other peers, and the author believes that this awareness of lifelong learning and communication skills had an equally positive impact on the sustainability of their management competence.

### **2.3. Analysis of influencing factors on personnel management of educational institutions in China**

Management is essentially a process of interaction and influence, and the principal's management of the educational institution is necessarily a process of interaction and influence with the staff, parents, and the organizational context. An excellent principal, with excellent management competence, must also take into account the organizational environment, staff quality, and physical conditions of the educational institution in the management process, and sometimes some problems with these factors can hinder the principal's management competence to some extent. According to the compilation and analysis of the interview data, the personality qualities of principals are one of the dominant factors affecting the personnel management of educational institutions. Besides, the influencing factors

of personnel management also come mainly from the professional quality and attitude of teachers, the administrative intervention of superior administrative departments, and the professional knowledge and competence of principals.

The influence of personality qualities of principals. Since the 1980s, charismatic leadership theory has been gaining attention, which means that leaders use their charisma to attract and infect followers, and lead them to achieve organizational goals together. Compared to power leadership, a leader with good personality qualities can use his or her charisma to lead the organization's members, which is more beneficial in this era of change. Good personality qualities also contribute to the principal's ability to manage. Specifically, the principal's personality qualities are mainly related to personality traits and moral qualities.

First of all, personality traits have a certain influence on the managerial competence of the principal. Personality is a relatively stable and consistent psychological characteristic of an individual's personality in the face of reality, reflecting the individual's attitude toward reality and the world around him or her, and expressed in words and actions. Each person's personality has many characteristics, and the main focus here is to explore the common personality characteristics of outstanding gardeners. The interview data were compiled, and the descriptions of the principal of the individual and the personality traits shown in handling things were analyzed in frequency, and summarized to include the following aspects: cheerfulness, patience, affability, enthusiasm, persistence, aggressiveness, etc.

L1: I have a cheerful and lively personality, and I like to chat with the educational institution staff, not only about work but also about life. I also listen patiently to the teachers' problems in their lives and try my best to help them solve them. In addition to consulting with other principals in the principal's group, I also consult with my graduate student mentor regularly for any problems I encounter in educational institutions. My graduate student mentor also comes to the educational institution regularly to give talks to parents about their childcare problems. I also invite my graduating students to come to the educational institution for the

internship, and for those who perform well, I will hire them at a high salary to teach in the educational institution.

L2: In my usual contact with teachers, I do not see myself as a leader, but as a friend. Sometimes teachers have certain emotions, and I try to understand them. Most of the teachers are female and often face the double pressure of work and life. After work, our educational institution will organize some activities, and I will enthusiastically participate in them, such as the floral training activities on March 8 Women's Day, and handicraft activities, which can release the pressure on female staff on the one hand and increase the cohesion of the team on the other.

L3: In the years when I first started the educational institution and faced a big survival crisis, I said to several teachers that our educational institution must have its strengths. The educational institution must not only survive, but also run ahead of other village-run educational institutions. My wife and I would often organize other teachers to learn, including participating in some competitions held by the township education and research center and actively organizing the annual June 1 Children's Day program rehearsal ..... Although the educational institution is developing well now, it has encountered new bottlenecks during the new crown epidemic in the past two years. During the suspension period, we were able to figure out how to interact better with children and parents online, what software to use, and which format to use, while learning from other educational institutions on our own. Fortunately, our educational institution was not defeated by the epidemic, and it was a great relief to me that I never gave up my ideal of running a good rural educational institution .....

An affable and communicative principal is more likely to get closer to teachers, understand their ideas and dynamics, and achieve democratic management; an enterprising principal is more likely to be a change agent, set new goals for institution development, and encourage teachers to innovate. In short, a principal with good personality traits can make the staff feel that the educational institution is no longer just a place of work, but a big family full of human feelings and human care. That is, good personality traits are one of the influencing factors

that promote the principal's managerial competence.

On the other hand, the moral quality of leaders plays an important role in the development of management. Moral quality refers to certain solid characteristics that are formed and expressed when individuals act according to certain moral codes of conduct. First of all, in China, there is a tradition of moral management, for example, when dealing with others, it is advocated to "convince people with virtue"; when governing the country, it is advocated to "rule the country with virtue". In the *Analects of Confucius*, Confucius said, "If one's body is right, one does not follow orders; if one's body is not right, one does not follow orders." This passage fully demonstrates the emphasis in traditional Chinese culture on the influence of a leader's moral character on his subordinates and management. In addition, in 1992, Sajovani systematically explained the theory of moral leadership in his book, *Moral Leadership: Resisting and the Core of School Improvement*. Sajovani proposed that the five sources of school leadership authority, psychological authority, sectional authority, and technical-rational authority should support professional authority and moral authority. Moral authority is the core authority of school leadership, which has as an important element a focus on school vision, core values, and organizational culture building (Cai, 2006). It can be seen that both traditional Chinese culture and Western moral leadership theories are concerned with human moral issues. Only moral leadership in traditional Chinese culture emphasizes the moral qualities of individual leaders and their tradition of leading by example, Sachovany's idea of moral leadership contains more elements of public responsibility, and professional ethics.

Based on the human assumption of "moral commitment", Sachovany believes that human beings are capable of making moral judgments beyond the "profit motive" and has made this view an important foundation of his thinking. Only a leader with good moral character can establish widely shared values and become a moral authority based on the shared responsibility and commitment of the organization's members. Through the compilation of interview data, the good moral qualities possessed by good leaders were extracted to include mainly

responsibility, fairness and impartiality, integrity, respect, and tolerance. The following are examples of the information obtained from the interviews, from which the good moral qualities embodied by good garden leaders can also be seen.

L1: As the principal of the school, what the teachers of young children are required to do, the members of the leadership team must do first. Every time we develop and modify a system, we will seek the teachers' opinions and suggestions, and we will stand in the teachers' perspective to see if it is reasonable. This is not only to make the system more rational and scientific but also to show respect to the teachers. In addition, we are practicing bottom-up management in some cases, which is a way to exercise the sense of responsibility of the teachers. Although we have encountered some difficulties in implementation, we have also found a "vacuum" in management, which is an improvement.

L2: As the principal of the school, we must uphold the principle of fairness and impartiality. Especially in the annual merit evaluation, which is linked to the bonuses and honors of individual teachers, it is easy to create conflicts. We had the first signs of private canvassing by individual teachers, and after discovering this, I immediately made adjustments to the merit evaluation policy, which was supported by the leadership team. First of all, all staff members were made candidates for merit evaluation instead of some of them. At the same time, the 15% excellence rate was increased to 20%, and the "Best Newcomer Award" and "Best Progress Award" were added on top of the "Excellent Staff". Let more employees have the opportunity to enter the ranks of the advanced, but also as far as possible to dilute the votes of those who canvass. After this adjustment, there will also be a situation where the votes of employees are not concentrated enough, so we can conduct a second vote for candidates with less than half of the votes. When we try to ensure the fairness of a policy, we tend to get more employees' trust and support.

L3: In recent years, some parents of young children are concerned about the safety of their children because of the media reports of child abuse incidents in educational institutions around the world. In particular, parents of small classes have suggested that cameras (surveillance) be installed in the classroom. When I

encountered such a request, the first thing that came to my mind was what was the reason behind the parents' desire to install cameras. On the one hand, they want to know what is going on in the school, and on the other hand, they do not trust the teachers. As the principal of the school, I trust our teachers. Because of this matter, I held a special meeting for parents and explained to them the reasons. It is not because of financial problems that monitoring is not installed, but it is against our trust in the teachers' ethics, and the privacy of the children when they go to the toilet and change clothes is not protected. Parents are advised to judge the teachers' attitudes toward their children by observing their children's willingness to go to educational institutions. Except for the stage of just entering educational institutions, if the child is very willing to come to educational institutions, there is no need for parents to worry at all .....

A principal who is fair and respectful is more likely to establish a good educational institution ethos and is likewise more likely to be respected and loved by the staff. These good moral qualities enable the principal to have a high level of inspiration and create a strong cohesive force to lead the staff to work together to achieve organizational goals. In conclusion, as the British scholar, Des Dearlove mentions, decision-makers do not choose their decisions exactly according to the needs of the problem itself; it is often influenced by personal character. Throughout the management of educational institutions, the personality traits and moral qualities of the principal often influence the principal's ability to manage and ultimately affect management effectiveness.

- Low motivation and high job mobility of teachers. First, teachers are not highly motivated to work and do not have enough motivation for professional development. In the multiple-choice section of the principal evaluation questionnaire, they were asked "the most important difficulties or obstacles you encounter in personnel management", and the top five in descending order were: teachers' low motivation and insufficient motivation for professional development; teachers' high mobility; teachers' professionalism to be improved; their professional knowledge and management competence to be improved; and the



daily management system not being perfect. The percentages of these five areas were 75%, 70.83%, 66.67%, 62.50%, and 50%, respectively. In the multiple-choice section of the faculty evaluation questionnaire, when asked "What do you think are the outstanding problems in your educational institution", the top five, from highest to lowest, were: too much extra workload after daily teaching; high teacher mobility; low teacher motivation and insufficient motivation for professional development; inadequate daily personnel management system; and poor semester (annual) management system. The percentages of these five areas were 62.13%, 58.88%, 38.76%, 27.22%, and 26.04%, respectively. When compared, it can be seen that the top five overlapping items of the principal evaluation questionnaire and faculty evaluation questionnaire are: high teacher mobility; teachers' low motivation and insufficient motivation for professional development; and inadequate daily management system of educational institutions. In addition to daily teaching, too much extra workload took first place in the teacher evaluation questionnaire.

Stress among teachers is an important reason for their low motivation and lack of motivation for professional development. In response to the sources of stress for teachers, the top three in the author's survey were: 240 teachers chose a large workload, accounting for 71.01%. One hundred and ninety-three teachers, or 57.10%, chose welfare benefits. One hundred and twenty-eight teachers chose low social status, accounting for 37.87%. The results of the questionnaire survey, show that a wide variety of workloads is an important factor limiting the professional development motivation of teachers. The lack of professional development motivation of teachers will not only affect their professional growth but also lead to the overall quality of education and teaching.

Secondly, the professionalism of teachers is not high enough. In the principal evaluation questionnaire, the most significant difficulty or obstacle currently encountered was the low professionalism of teachers. Of the 338 teachers and caregivers surveyed, 8.88% still did not have an early childhood teaching license or a caregiver's license. 51.78% of teachers thought that play was the most

appropriate activity for children. Another 48.22% of the teachers chose the other options, indicating that 48.22% of teachers still have a biased understanding of the most basic issue, which is noteworthy.

In addition, in terms of professional competence, a prominent problem that is common among teachers is the very low level of research skills. While having teachers become researchers and promoting their professional growth through conducting textbook research activities was recognized by many principals, they were unclear about how to guide teachers to conduct research together. In the interviews, two principals mentioned this issue, and even directly stated that they too had a headache and felt helpless about writing papers and conducting research. The following words of this principal speak to the heart of many principals: "teachers hate to write papers, because most of them are graduates of teachers, how to do the combination of practice and theory, most teachers lack this ability, are to complete the task to write papers. (L3)" The principal of the provincial model educational institution (L2) also talked about: "I am very willing to work with colleges and universities on textbook research projects. When leaders or teachers from universities declare applied research and other types of research, it is necessary to have front-line staff such as teachers as members, so we will be part of the project team. But after a successful declaration, educational institutions and teachers do not receive specific guidance from the university's subject leader on the project research, which has little significance for teachers' professional improvement; if anything, teachers end up with a certificate of completion (L2)." In conclusion, the low professional competence of teachers is a common dilemma encountered in personnel management today. While the reality of the dilemma poses a problem for the principal, it is also a test of the principal's management competence. Good principals make promoting the professional growth of their staff an important part of their management. principals improve their own and their teachers' professional knowledge and expertise through continuing education and training and help teachers establish their professional beliefs about the cause of early childhood education through advocacy and communication.

Another prominent issue is the high mobility of teachers. Among the teachers and caregivers in this survey, there were 322 female teachers and 16 male teachers, and the percentage of male teachers was 4.73%. Among the three teachers that the author conducted interviews with, one of them was a male teacher, who cited low salary and lack of sense of belonging as the most important reasons for his mobility intentions. First of all, since the majority of educational institution staff are female, there are relatively more informal groups in the educational institution, and conflicts of interest will inevitably arise between groups, which will not only lead to complicated and tense interpersonal relationships in the educational institutions but also make some male teachers lack a sense of belonging. Secondly, based on Maslow's hierarchy of needs theory, most of the physiological needs and safety needs of teachers are not satisfied. Combined with this survey on the basic situation of teaching staff, the top three of 338 teaching staff (teachers and caregivers) with the largest proportion of monthly salary income were, in order: RMB 1,500-2,300, RMB 2,301-3,100, and RMB 3,101-3,900, accounting for 37.57%, 31.66%, and 15.68%, respectively. In other words, 84.91% of teachers' salaries are no more than RMB 4,000. As the basic rights of teachers and staff, "five insurance and one fund" is the basic welfare system to protect teachers and staff, but the percentage of "five insurance and one fund" not paid is 35.80%, which is very high, which will greatly weaken the motivation of teachers and staff. These figures show that the lack of attractiveness of the educational institutions' salary and welfare system to teachers is one of the main reasons why teachers leave their jobs or have the intention to leave. The strong willingness of teachers to move is not only detrimental to the stability of educational institutions but can also have a negative impact on educational institutions that are already short of teachers.

Figure 2.3 shows the influence mechanism of teacher salary level on education quality. Salary and benefits are important factors to attract excellent talents to enter the teaching profession and retain qualified teachers. On the one hand, low wages and benefits are difficult to attract qualified graduates to work in

education, and on the other hand, it leads to the turnover of existing teachers and the decline of teaching quality. In this process, some high-quality teachers are excluded from this profession, resulting in a shortage of teachers, especially high-quality teachers. To meet the demand for education development for the number of teachers, the government will relax the qualification requirements for teachers, thus forming a vicious circle of salary continuous reduction (Liu, 2018).

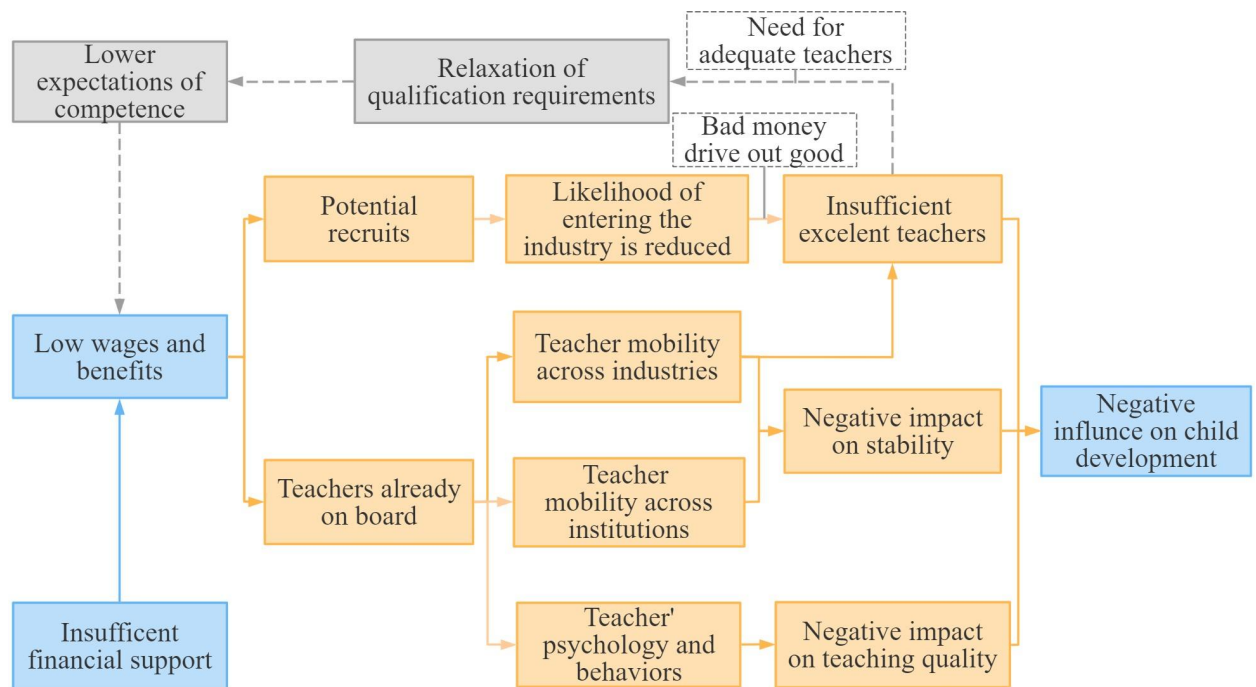


Figure 2.3 - Influence mechanism of teacher salary level on education quality

Source: prepared by the author based on Liu (2018)

In conclusion, the young and mobile nature of teachers is not only a problem for a particular educational institution but also a microcosm of the majority of educational institutions. The high turnover and mobility of teachers will not only cause teacher shortage and then lead to an unreasonable teacher-child ratio, but also make the quality of education and safety issues are not guaranteed, these are the dilemmas faced by the principal in management, and they hinder the effective performance of the principal's managerial competence.

- Obstacles of superior administrative intervention. The purpose of the principal system is to clarify the highest administrative authority of the principal in

the educational institution and to enhance the autonomy of the educational institution. However, the current personnel management system still has many problems that are not adapted to the development of education, which also makes the principal face troubles and obstacles in management. The administrative intervention of relevant administrative departments is too much to play the autonomy of the educational institution. Through interviews, it was found that both private and public educational institutions indicated that the relevant Through interviews, it was found that both private and public educational institutions indicated that the relevant administrative departments of the higher authorities had excessive administrative interventions and frequent inspections. Taking Xinxiang City as an example, each semester the educational institutions should deal with the inspection of relevant education departments at the district and city levels, the evaluations from relevant departments at the provincial level, the inspection of food safety for children by the health bureau and other departments, These inspections, evaluations, and competitions are mandatory administrative interventions that These inspections, evaluations, and competitions are mandatory administrative interventions that, if not attended, will have a direct impact on the qualifications of the educational institution. Excessive administrative intervention not only makes some teachers tired, but also makes it difficult for principals to exert Excessive administrative intervention not only makes some teachers tired but also makes it difficult for principals to exert their autonomy.

In this survey with teachers as subjects, the number one source of stress for teachers was too much extra workload after daily teaching. In the interview, all the principals expressed that they could understand the necessity of the supervision and management of the educational institution by the superior management department. Against the background of frequent incidents of child abuse in Against the background of frequent incidents of child abuse in educational institutions, the issue of early childhood education is the focus of social concern, and serious supervision of educational institutions is necessary, However, the evaluation and inspection of various departments will overlap, and it will inevitably affect the

normal teaching arrangements of educational institutions, which puts the principal in a dilemma (Stoyanets & Xia, 2019).

The principal of the educational institution (L1) mentioned: "The inspections of the educational institution by the higher management are too frequent, I counted that there are now 12 departments to manage our educational institution, including community, police station, fire, health prevention, health care, civil affairs, development, and reform commission, education bureau and so on. Inspections are too frequent, and basically, educational institutions are inspected no less than 10 times a month. Some inspections are repeated, for example, the fire safety of educational institutions, the fire department, the community, and the police station all have to come and check once."

Personnel management in China is governed by a system of principals, with the aim of establishing a unified and efficient chain of command within the educational institution, enhancing the autonomy of the educational institution, and making the educational institution an independent entity. However, some administrative departments have too much power, resulting in the lack of decision-making power of the principal in the educational institution and making the principal's position in the management process unclear. Some principals also mentioned that they felt helpless because some of their planning and ideas often could not be realized in their work because of too much administrative intervention. The rural principal (L3) once said: "To be honest, in previous years, I very much want to take teachers out to attend training, but educational institutions are self-financing, funding is very limited, also applied to higher authorities, but they said: "the Education Bureau has a documented training, educational institutions send people to attend, the Education Bureau can give reimbursement; the Education Bureau does not have documents, go to participate in the If there are no documents from the Education Bureau, they will not be reimbursed. In the past two years, the situation has slightly improved, because during the epidemic the public welfare free training has also been more ....." The principal (L2) also said, "There are quite a lot of teachers' daily affairs in the educational institution, but every year we have

to select one or two teachers to participate in the district and city's lesson observation competition. In the past two years, the epidemic has also organized online competitions. Sometimes we also have to participate in the "June 1st" Children's Day cultural performance competition. The teachers are very busy and the children are small, so they don't participate in such activities willingly, but I can't do anything about it, because it is requested by the above (Education Bureau) ....."

As an independent teaching and administrative entity, consistency in authority and responsibility is the basic guarantee for the principal to perform leadership and management functions. If the principal has only administrative positions without corresponding reciprocal authority, it will lead the principal in the management of educational institutions into a passive situation. Then, there is no way to talk about the principal's ability to manage. Therefore, the integration of governmental supervisory departments and the rationalization of inter-departmental supervisory responsibilities is an urgent reform of the education management system. Only by simplifying the complexity can the effectiveness of supervision and management be truly brought into play, freeing the principal from the dilemma of heavy inspections and inconsistent authority and responsibility, and returning to the right track of centering on the work of education and conservation.

- Limitations of the principal's professional knowledge and competence. In the multiple-choice section of the principal evaluation questionnaire, when asked "What are the main difficulties or obstacles you encounter in personnel management", the top rankings were that their professional knowledge and management competence need to be improved and that their daily management system is not perfect. First of all, principals generally believe that their professional knowledge and abilities need to be improved. For example, home cooperation is an important way to improve the quality of education, but in home communication and cooperation, many principals and parents have different or even conflicting educational concepts, which exist in most regions and are more prominent in underdeveloped areas. While education must lead to social needs,

education is non-compulsory, and parents have more choices about their children's enrollment, and this conflict in philosophy sometimes evolves into the concern of principals about the loss of students. For example, the rural principal (L3) mentioned, "In rural areas, there are many parents who let their children enter educational institutions at the age of two or so. On the one hand, it is because it is too difficult to bring up their children, and on the other hand, they want their children to learn more arithmetic and literacy in educational institutions. As educators, we all know that primary schooling in educational institutions is very bad and prohibited by the state, but many parents lack a scientific concept of education. We still have a long way to go in terms of leading parents' education philosophy."

In reality, some principals adhere to the scientific concept of education to run the garden and do not cater to the wrong educational concepts of parents, which may lead to the loss of students. At present, many public parks are differentially funded, with the local government bearing the basic salary of teachers, and the welfare of teachers and funds for the renovation of the park to be borne by the educational institution itself. This is especially true for private schools, where tuition fees for young children are the only guarantee for the development of private schools. Therefore, the number of students is directly related to the development prospects of educational institutions. Under the conditions of the market economy, how to attract more children to the educational institution in the fierce competition for students has become the primary problem that most principals must think about. Whether principals adhere to the scientific concept of education or comply with parents' erroneous needs to ensure the number of students is another test of many principals' management competence.

Second, the day-to-day management system of educational institutions is inadequate. Scholars have held this description of school administrators; Schools are exciting but draining; school administrators drag their tough and exhausting feet for long hours. For school administrators, the pace of work is fast and hectic, and there is a general discontinuity with short periods of concentration (Wayne,



Cecil, & Fan, 2007). The same is true for the principal, who is stressed by the lack of time and energy due to the multitude of tasks. Further analysis reveals that the reasons affecting the time management of principals can be divided into two major aspects: subjective reasons include personality, habits, and time management competence, while objective reasons include the excessive size of the school, frequent administrative inspections, and excessive social affairs. Therefore, for the survey, the problem of "busy", "chaotic" and "miscellaneous" daily work mentioned by the principal is a test of the principal's time management and task allocation skills. The principal must have some time management competence. The principal must master the art and strategy of time management, rationalize the work plan, prioritize the work and prioritize important issues. At the same time, a reasonable daily management system will free the principal from the tedium of daily tasks. When the task is delegated layer by layer, the principal does not have to be responsible for every detail of the garden affairs, and the "busy", "chaotic", and "miscellaneous" problems will be alleviated. Again, teachers' semester (year-end) performance appraisal and assessment systems are unreasonable, leading to disharmony in interpersonal relationships and affecting the culture of the school. In the teachers' questionnaire, when asked "which aspect of your educational institution's incentive mechanism is the most preferred", the most popular choice was the excellent faculty evaluation, see Figure 2.4.

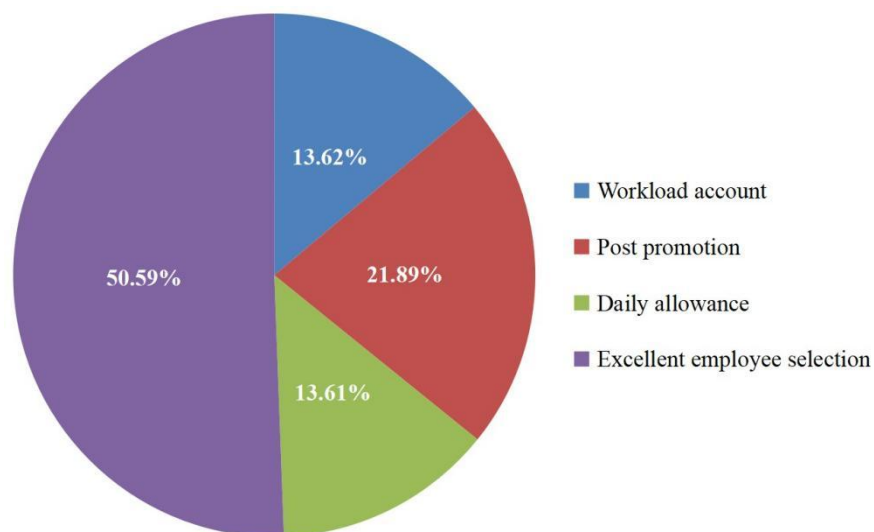


Figure 2.4 - Preference diagram for educational institution incentives

Source: formed by the author

Generally speaking, the excellent faculty evaluation is at the end of each year, and it is linked to the performance appraisal. Generally speaking, good employees also get higher bonuses and better development opportunities.

Therefore, teachers value this reward. As some principals are trapped by their expertise and ability, it makes the assessment system unfair and causes interpersonal tension among teachers, which is not conducive to the harmony and stability of educational institutions.

Although the principal's management competence encounters many difficulties in practice, with the increasing attention of the state and society to education, as well as the continuous improvement of the management system in the change, I believe that many problems will gradually be solved. In addition, the practice of dilemmas also tests the level of the principal's management competence, if the principal can continue to think about solutions in the face of difficulties and focus on improving their professionalism, then the dilemma will also become a practice to promote the principal's management competence continue to improve the soil.

## **Conclusions to section 2**

In section 2, a questionnaire survey and interviews on the current situation and dynamics of personnel management in China's educational institutions were conducted, and the main conclusions are as follows.

1. The Questionnaire on the Current Status of Personnel Management in Educational Institutions was developed based on the professional standards for principals in China. A total of 420 questionnaires were distributed to 25 educational institutions in 5 cities of Henan Province, with 362 valid ones in the 397 questionnaires collected. The recovery rate and effective rate of questionnaire distribution were 94.5% and 91.2%, respectively, which conformed to the statistical principle of a large sample. Purposive sampling was used to select three principals of educational institutions for semi-structured interviews to deeply analyze the current situation of personnel management in educational institutions.

2. The SPSS 22.0 were used to record and analyze the data collected,

mainly using the methods of descriptive statistical analysis, frequency statistical analysis, and one-way ANOVA. The results showed that both the scores of the principal evaluation and the faculty evaluation are higher than the general level on all dimensions and the scores of faculty evaluation are higher than that of principals, indicating that the principals are generally accepted as qualified managers. Besides, both the principal and faculty members scored the lowest on the dimension of optimizing internal management (D3), which means that educational institutions need to improve the most in the dimension. Specifically, the mean value in each dimension of principals' managerial competence evaluation from high to low is guiding teacher growth (D2=3.93) > planning institution development (D1=3.79) > adapting external environment (D4=3.78) > optimizing internal management (D3=3.44). As for the total level of principals' managerial competence evaluation, the mean value is 3.74. In each dimension of managerial competence in faculty evaluation, the mean value from high to low is planning institution development (D1=4.41) > adapting external environment (D4=4.31) > guiding teacher growth (D2=4.26) > optimizing internal management (D3=4.22), and the mean value of the total level of faculty evaluation on principal managerial competence is 4.30.

3. The difference analysis results of demographic variables on the managerial competence of principals show that the ages of principals have very significant differences in guiding teacher growth (D2), and the specific order follows 41 years and above > 26-34 years old > 35-40 years old > 21-25 years old. The teaching experience has significant differences in planning institution development (D1) and guiding teacher growth (D2). The current highest degree showed significant differences in guiding teacher growth (D2). There are significant differences between the major of the current degree and the planning institution development (D1), guiding teacher growth (D2), adjusting external environment (D4), and the overall level (D). Finally, different regions have significant differences in planning institution development (D1) and guiding teacher growth (D2).

4. Through in-depth interviews with three principals, it was concluded that personal experience has an impact on principals' managerial competence. Front-

line teaching work experience, administrative work experience, and professional background have a positive impact on the principals' managerial competence. Among them, the teaching experience and professional background are helpful to principals to implement personnel management under the guidance of scientific educational values and establish their professional authority, so as to better influence and guide the staff in the work. In addition, administrative experience and management experience could help principals adapt to the management model and operation mechanism of educational institutions faster, and be competent in personnel management work faster.

5. According to the interview of principals, the personality qualities of principals are one of the dominant factors affecting the personnel management of educational institutions. The good personality qualities of the principals could contribute to managerial competence, which mainly involved personality traits and moral qualities. The results of frequency analysis of the interview text show that the personality traits of excellent principals mainly include cheerfulness, patience, affability, enthusiasm, persistence, and aggressiveness, while moral qualities mainly include the aspects of responsibility, fairness and impartiality, integrity, respect, and tolerance.

6. The principal needs to consider the organizational environment, personnel quality, material conditions, and other factors in the process of personnel management. The results of the questionnaire survey show that the lack of professional development motivation and high mobility of teachers are the primary problems affecting the personnel management of educational institutions. Specifically, the heavy workload and low scientific research quality are the significant factors restricting the professional development of teachers. Moreover, teachers, especially male teachers, have a strong willingness for job mobility, which also affects the stability of teachers. Also, the administrative intervention from superior departments is too much to play the autonomy of the educational institutions. Additionally, the professional knowledge and competence of principals are insufficient and need to be further improved, which leads to unscientific methods used in teacher performance evaluation and comprehensive evaluation, and then affects the construction of harmonious organizational culture.

## SECTION 3. PROSPECTIVE DIRECTIONS OF PERSONNEL MANAGEMENT IN CHINA'S EDUCATIONAL INSTITUTIONS

### 3.1. Effectiveness of development of managerial functions of heads of educational institutions.

Under the background of the deepening education reform, China attaches more importance to education to ensure the quality of early childhood. As the managers of educational institutions, principals have the key influence on the reform and development of educational institutions, so it is particularly significant to train the talents with professional quality to serve as the principal. However, there are limited studies on the pre-service preparation of principals in educational institutions. To bridge this gap, this part mainly attempts to explore methods and approaches for the training of to bridge this gap, this part mainly attempts to explore methods and approaches for the training of qualified principals from the perspective of pre-service preparation.

pre-service preparation for the heads of educational institutions. First of all, colleges and universities need to constantly innovate the training mode of managers. The author selected a local undergraduate college in Henan Province, China, and a representative local college in Malaysia (the sample college is treated anonymously and only represented by the sample colleges H and M) to compare their four-year undergraduate training programs in education. The author uses textual analysis to compare their differences in pre-service preparation. The major of preschool education in H belongs to the Faculty of Education Science, and the same major in M belongs to the Faculty of Education and Humanities. Among them, the H college aims to train socialist builders and successors who could develop comprehensive development of morality, intelligence, physical education, art, and labor, and serve education, that is, ideally, these teachers of tomorrow love education, have good teacher ethics and solid basic theoretical knowledge of education, possess firm parenting and education.

M College in Malaysia aims to provide students with leadership, managerial competence, and knowledge in early childhood education. It mainly trains early

childhood education teachers, team leaders, personnel management consultants, principals, and so on. The undergraduate training program of H College is more inclined to cultivate key teachers, while the undergraduate training program of M College is more inclined to cultivate management talents related to education. In the training objectives of education major, undergraduate institutions should be higher than those of junior colleges. In addition to including key teachers, four-year pre-service preparation time should be fully seized to train potential managers and leaders for institutions related to education.

As Malaysia and China are both Asian countries, there are similarities and differences in the curriculum of their education majors, especially in the number of courses. In terms of the undergraduate curriculum of education, H College in China mainly includes general education courses, subject basic courses, professional courses, and practical teaching courses, as shown in table 3.1.

Table 3.1 - Curriculum provision of education major in H College

Course structure	Course type	Course title
General education courses	Required general education courses	Ideological morality and rule of law, Basic principles of Marxism, Introduction to Mao Zedong thought and theoretical system of socialism with Chinese characteristics, Career planning, and employment guidance, College English, College sports, etc.
Subject basic courses	Major platform courses and professional basic courses	Introduction to major, Human anatomy and physiology, General psychology, Educational scientific research methods, History of education, Children's health and health care, Music theory, etc.
Professional education courses	Professional core courses	Children's health education, Children's language education, Children's social education, Children's science education, and Children's art education.
	Teacher education courses	Introduction to education, Educational psychology, Presentation, Observation of children's behavior, etc.
	Professional elective courses	SPSS software application, Family pedagogy, Social psychology, Children's literature, Early education program design and development, educational institution organization and management, etc.
Practical teaching courses	Professional practical courses	Military training, Teaching skills training, educational institution novitiate, Education practice, etc.

*Source: prepared by the author based on official website information*

The general education courses are required for all undergraduate majors in H College. College sports requires four semesters, and College English requires two semesters in succession. In addition to general education courses, many other courses are offered to enable students to master comprehensive knowledge and skills in education, covering traditional theoretical courses such as ‘Education, Psychology, and Child health and health care’, the research course like ‘Educational Science Research Methods’, teaching skills training courses, and other skill courses like ‘Vocality, Dance, Piano, and Art’. In terms of undergraduate courses of education, M College in Malaysia mainly includes Mata Pelajaran Pengajian Umum (MPU) courses, professional courses, major courses, and Elektif courses, as shown in table 3.2.

Table 3.2 - Curriculum provision of education major in M College

Course type	Course title
MPU courses	Ethnic relation, Islam and Asia civilization, Academic writing, Basic entrepreneurship, Co-curriculum.
Professional courses	Child growth and development, Children with special needs, Teachers’ ethics and professionalism, School management and leadership, etc.
Major courses	Language and literacy for young children, Children emotional and social development, Children health, Nutrition and safety, Management and quality early childhood centers, Family involvement in early childhood education, Science & technology for young children, Teaching practice, etc.
Elektif courses	Moral education in the school curriculum, Teaching methods & strategies in moral education, evaluation in moral education, Issues and trends in moral education.

*Source: prepared by the author based on official website information*

There are five MPU courses in total, all of which are compulsory courses taught in Malay. For children’s language, health, social development, and other aspects, both H College and M College have taken an essential position in compulsory courses. The difference is that H College gives students more freedom in elective courses, such as family education, Chinese education history, and other 37 elective courses. H College takes teachers’ moral education as a compulsory course of teacher education courses. A strong sense of professional identity and

responsibility can improve students' willingness to teach and alleviate the shortage of teachers in the training of teachers' ethics. M College only set up four elective courses, but they are all related to moral education. It shows that M College has also realized the importance of teacher ethics for teachers. In terms of elective courses, H College gives students more free choice space, while M College gives students less choice.

In addition, for the 'Education of special children, School management and leadership', and other courses, H College selected them as optional courses, and M College set them as required courses. Combined with the training objectives of the two undergraduate institutions mentioned above, M College attaches more importance to cultivating the managerial competence of education undergraduates.

For managers of education majors, practical education courses before entry are fundamental. The practical courses in M College mainly include 'Research in the classroom, Teaching practice, Pedagogical models and strategies'. The Chinese practice teaching runs through the four types of courses, and practice credits account for 30.6% of the total credits, as shown in table 3.3.

Table 3.3 - Curriculum structure and credit ratio of education major at H College

Course structure	Compulsory courses		Elective courses		Total		Proportion of total credits	Credits of practical teaching	Ratio of practical credits to total credits
	Credits	Class hours	Credits	Class hours	Credits	Class hours			
General education courses	42	822	8	128	50	950	30.3%	5.5	3.3%
Subject basic courses	32	512	0	0	32	512	19.4%	5	3.1%
Professional education courses	30	480	29	464	59	944	35.8%	7	4.2%
Practical teaching courses	24	—	9	144	33	—	14.5%	33.0	20%

*Source: prepared by the author based on official website data and information*

According to the data in Table 3.3, H College has over-completed the requirements of the Chinese Ministry of Education, which stipulates that the course credits of Humanities, Social and Scientific Literacy in general education courses



should be no less than 10% of the full credits, and the credits of relevant courses supporting education in all fields should not be less than 20% of the total credits (MoE, 2017). The independent practical courses of H College are mainly educational institution internships in each academic year and educational institution internships in the third academic year.

In terms of class hours, all the core courses in H College have 48 class hours, among which 32 class hours are face-to-face lectures and 16 class hours are unified practice classes. Other courses and electives are 32 class hours. Among the 37 elective courses, in addition to 'Teaching aid design and production, Dance basics, Children's dance' that range from 8-32 class hours of practical teaching, the other 20 elective courses with 32 class hours are all taught in the form of lectures. In the elective courses mainly based on lecturing, how to combine other teaching forms to arouse the enthusiasm of undergraduate students' classroom learning is also the aspect that needs special attention in the course implementation.

The Total Student Learning Time (SLT) of each course in M College is 120 class hours. Among them, SLT includes Lectures, Tutorials, Practical/Lab/Projects, and Others. All of the face-to-face lecture class hours are 28, and there is no distinction between compulsory courses and elective courses. Each course is arranged with Self-Learning hours, which are around 47 hours. In this respect, it is very different from H College.

Through the comparison of education training programs between the two colleges, it can provide enlightenment to colleges in China, Malaysia, and other countries with the same or similar curriculum, although it cannot represent the situation of all education undergraduate institutions in the two countries. The existing training program could be slightly adjusted by adding several courses related to education management to actively attract students who are willing and able to take these courses, which can provide students with cutting-edge management concepts so that more highly educated and capable students could grow up to be excellent managers smoothly. The establishment and selection of these courses can comply with the principle as follows. The first is the professional

standards for principals (MoE, 2015), which is the fundamental requirement and criterion for the professional quality of qualified principals. The second is the professional qualities and abilities that personnel management should have in practice proposed by outstanding principals. The third is the capacity and characteristics of managers that employees expect by conducting the survey of teachers and the return visit of graduated students.

In the pre-service preparation, the training objectives should meet the talent requirements determined by the training object and the training level. The level of education teachers for undergraduate students should be higher than those for junior college students. In addition to training front-line backbone teachers, it is also necessary to cultivate potential management talents for educational institutions.

Moreover, students should be given more options in the curriculum setting except the compulsory courses required by relevant departments to arouse their learning enthusiasm. In the pre-service preparation of education teachers, teachers' ethics should be put in the first place, which is the basis for the management talents of educational institutions such as front-line backbone teachers and principals.

Finally, it is necessary to extend the novitiate and internship of education major students in the training program in universities and adjust their internship positions in a timely manner. Starting from the freshman year, about one week of educational institution novitiate could be set up every semester. The novitiate plan should be as specific as possible and from easy to difficult so that students should be able to understand the specific novitiate tasks. In the junior year of a four-year undergraduate program, it is needed to set up at least one semester of internship in educational institutions. Colleges and universities can communicate with the internship units to ensure that students could participate in management such as assisting principals in a series of administrative and teaching management work, which can help the students increase the intuitive experience of managers' daily work. It is also necessary to integrate practice into other courses except for the novitiate, internship, and other forms of practice in the course implementation. The

teaching methods should be optimized according to the needs of students, the differences of students should be respected, and various teaching methods should be flexibly used. In the pre-service preparation stage of the undergraduate course, students should be given a certain amount of self-study time to cultivate their independent learning ability (Xia, 2022).

It is necessary to implement targeted induction training for prospective principals. The mentors selected could be experienced and excellent principals, university teachers, and authoritative experts from educational administrative departments or other institutions. The case analysis and problem discussion should be conducted to focus on the common issues based on the special organizational environment of educational institutions, such as teachers are generally younger, the teaching experience is commonly insufficient, and the leaders and teachers are mostly women. The training contents should include planning institution development, creating educational culture, leading childcare and education, guiding teacher growth, optimizing internal management, and adjusting external environment.

According to the problem of few male teachers and male principals, some regions and teacher training colleges in China have been actively exploring in recent years, such as Jiangsu Province, China, which has adopted a free teacher training policy for male early childhood students since 2010, aiming to attract and encourage outstanding male students to choose education. According to the policy, male early childhood free teacher training students are exempted from tuition fees, accommodation fees, and subsidies for living expenses during their studies, and after graduation, the provincial education bureau in conjunction with the county (city, district) departments to implement public teacher positions, in the post. This policy has attracted a large number of outstanding junior high school boys to apply, in 2010, for example, a total of 9451 applicants, with a ratio of 31.5:1, the community response is strong (Li, 2014). However, the increase in the proportion of male teacher candidates does not equate to an increase in male teachers or potential educational institution male leaders, and there are "poor survival rates"

and "2-3 year" attrition effects in both the pre-service preparation and in-service phases. For this reason, in the specific pre-service preparation process, the training objectives, curriculum, teaching organization and methods, professional guidance and evaluation, as well as the learning characteristics of male teacher trainees and the development of their professional identity need to be further innovated and discussed, so as to avoid male teacher trainees from abandoning the teaching profession after the pre-service education stage.

In the pre-service preparation of principals, we should pay special attention to the sustainability of early childhood education. Early childhood education on sustainability has been an issue of high relevance in the last decade. Previous studies have confirmed that different partners, such as children, parents, teachers, managers, and associations, can work together with the common goal of improving education on sustainable development in early childhood, and all of them benefit from this collaboration (Pilar, Olga, & Mireia, 2019). Moreover, this study confirmed that education on sustainability should be embedded in the daily routine of educational institutions. Based on this, it is particularly important for colleges and universities to exert positive pre-service preparation for future managers and teachers.

A manager may influence dozens of teachers, while a teacher can influence dozens of children. Therefore, pre-service sustainable development education in colleges and universities will indirectly have a greater impact on children. For example, circular economy (CE) education can be an important part of sustainable development education. The circular economy is a kind of sustainable economic development model which aims at the coordinated development of economy, ecology, and society, directing at improving the resource utilization efficiency and the restoration of the ecological environment. To achieve global sustainable development goals, countries worldwide are energetically exploring the theory research, and practice of CE in various industries. In the pre-service preparation of colleges and universities, we can also educate future managers and teachers about the circular economy. In addition to the cultivation of professional practitioners

and experts in the CE field, the popularization of CE concepts to all students should also be paid attention to producing hidden education for their future work fields and living communities. For lecturers in universities, effective ways should be explored to realize transformative learning and education, so that learners can construct CE values and behavior patterns that can completely change the inherent thinking and operation mode of the linear economy. Also, lecturers could try to adopt effective educational approaches and tools in CE teaching practice to improve the performance of education activities for CE (Qu, Shevchenko, Xia, & Yan, 2022).

In summary, the successful training of a qualified modern manager for educational institutions mainly depends on the three forces of universities, government, and educational institutions. The Chinese government has already developed a relatively mature free pre-service preparation plan, but it still needs to guide the other two enablers to jointly strengthen the training and cultivation of managers to guarantee the quality of modern managers for educational institutions.

In-service training for the heads of educational institutions. In the multiple-choice section of the principal assessment questionnaire, the top five answers in descending order of the item "What are the main difficulties or obstacles you have encountered in the management of the kindergarten" are in descending order were low motivation of teachers and lack of motivation for professional development; high mobility of teachers; the professionalism of teachers to be improved; professional knowledge and management competence to be improved; and inadequate daily management system. In faculty evaluation, the top five answers in descending order of the item "What do you think are the outstanding problems in your kindergarten?" is too much extra workload after daily teaching, high teacher mobility, teachers' low motivation, and lack of motivation for professional development, the daily management system of educational institutions is not perfect, and the semester (year-end) performance evaluation and assessment system of teachers is unreasonable. After comparison, it can be seen that the overlap of the principal evaluation and the faculty evaluation are high teacher

mobility, low teacher motivation and insufficient motivation for professional development, and the imperfect daily personnel management system. Therefore, the in-service training for principals can focus on these areas.

First, the problems of high teacher mobility and teacher shortages are more prominent in rural areas. Teachers are the most important human resource for promoting education for sustainable development in rural areas (Pamuk & Olgan, 2020). To alleviate the real dilemma of insufficient teachers in rural education, China has issued numerous documents to guide local governments to alleviate the real dilemma of insufficient teachers in rural education, China has issued numerous documents to guide local governments to strengthen the construction of teachers, such as “Standards for the Staffing of Teachers”, “Professional Standards for Teachers”, “Professional Standards for principals” and “Opinions on Strengthening the Construction of Teachers”.

Since 2010, China has continuously increased the training of teachers for rural areas and expanded the enrollment of education. These students trained on public funds are exempt from tuition and accommodation fees and are given. In return, they need to be engaged in education for more than six years in educational institutions. Meanwhile, local governments have adopted preferential policies, such as providing living allowances and subsidies, to attract state-funded normal university students to work in rural areas for a long time or life. It could not only ensure that children from underprivileged families in rural areas be able to afford good universities but also continuously develop the huge rural population into human educational resources so that they could return hometowns to better serve rural construction. In addition, the government needs to set up exchange programs for urban and rural teachers to strengthen the professional ability of rural education teachers, so as to narrow the development gap between urban and rural education (Yue, 2018). At the national level, many efforts have been made to build a stable early childhood teaching force.

From the perspective of principals, it is especially important to pay attention

to how to improve the professional development motivation of teachers and reduce teacher turnover in in-service training. As principals, they need to strengthen the concept of "teacher development as the center" and enhance the participating teachers' right to choose training courses and have a say in the development of training programs. For teachers in rural educational institutions, the teacher training voucher system can be promoted to ensure that front-line teachers in rural areas have the opportunity to receive intensive training or study visits outside of the province at least once every five years. In addition, the quality monitoring system for teacher participation should be improved, and a mechanism for the recognition and promotion of participants' learning outcomes should be created to provide a way for frontline teachers to move from passive training to active learning and independent development. Only in this way can we stimulate teachers to learn consciously and create a multiplier effect.

For the in-service training of principals, there are mainly national training programs and training courses organized by provinces and municipalities, and the national training programs are free of charge. Accommodation, training fees, and materials during the training period are provided by special funds from the Ministry of Finance. For example, China's Ministry of Education established the national Ministry of Education Training Center for principals at Northeast Normal University in June 2011. At present, the center mainly undertakes five types of training programs for principals, including the Ministry of Education's Famous Principal Pilot Project, the National Advanced Study Course for Outstanding principals, the National Advanced Training Course for Backbone principals, the National Advanced Training Course for Private principals, and rural principal booster project (MoE, 2016). Take H University as an example, the in-service training for principals mainly includes education regulations, international education vision, and educational sentiment of principals, personnel management methods and strategies, educational institution curriculum construction, teacher moral and ethical construction, legal system and publicity education, teacher moral and ethical construction, humanistic literacy and mental health. Among them, the

personnel management methods and strategies include the construction of education quality connotation and assessment system, the thinking and practice of educational institution brand building, and the thinking of educational institution school culture creation.

For the in-service training of principals, it is not enough to rely only on the thematic form of training. For principals who do not have front-line teacher work experience or administrative experience before employment, they can learn systematic theoretical knowledge or practical knowledge. For example, personnel management methods and strategies cannot be solved by just three thematic learning, but need to rely on systematic learning. In addition, the training of principals is different from the training of teachers and caregivers, and the national curriculum standards of the National Training Program were introduced in May 2012, which stipulates the curriculum standards of the National Training Program for teachers. In the curriculum standards of the National Training Program for teachers, the content of the training is mainly related to the professional philosophy and moral development of teachers, professional knowledge, and professional ability. "The curriculum standards of the National Training Program mainly stipulate the curriculum for the teacher training but lack the curriculum standards for principal training. Although teacher training crosses over with principal training, principal training is different from teacher training and should have its characteristics and curriculum standards.

Through the above analysis, the following points can be summarized: First, in the in-service training for principals, the first need to do different from person to person, according to local conditions, based on the needs of the principal, to take a differentiated content, to prevent "one size fits all". For example, rural and urban principals have different educational backgrounds and competences, so they have different needs for training, and the organization of training content should be based on the needs of principals. Rural principals generally have lower education than urban principals, so in terms of training content, rural principal training emphasizes the basics of knowledge and introduces some scientific theoretical



basics that are beneficial to early childhood development. In addition, rural educational institutions also have advantages that urban educational institutions do not have, such as traditional folk games, traditional folk crafts, etc. The training for rural principals can be based on the unique resources of the rural areas, and offer courses developed by the educational institution to help them explore the path of characteristics suitable for the development of rural educational institutions.

In addition, the training of teachers focuses more on skills and other professional knowledge, while the training of principals should involve the methods and targets of educational institution personnel and material management in the new era, including improving the management level and the ability of curriculum development, promoting the professional development and the establish high-quality institutions, learning modern education ideas, indicating the direction of institution development, deepening the understanding and mastery of education reform. Therefore, the content of the training for principals should be based on the training of teachers, but higher than the training of teachers. To train a new type of principal, a good curriculum must be built, based on the immediate reality, focusing on future development, from theoretical, practical, and operational training for principals at three levels (Wang, 2010). The study also calls for the Chinese government to introduce a new curriculum for the training of teachers. Therefore, this study also calls for the Chinese government to introduce a corresponding curriculum standard for "national training for principals" to make the training of principals more standardized and scientific.

Further, the practicality of the training content should be enhanced. For example, according to the findings of this study, teacher mobility is a challenge encountered in the management of the majority of educational institutions. In order to maintain the stability of the teachers, more training on the theory and practical application of motivation can be included. For example, The Content motivation theory primarily focuses on the motivation of the engine and mainly includes the hierarchy of needs theory and ERG theory. As a behavioral scientist, Maslow proposed that people's needs could be divided into seven levels, including

physiological, security, communication, esteems, cognitive, aesthetic, and self-actualization (Maslow, 2012). In his opinion, only when the low needs are satisfied can the high needs appear. Alderfer corrected Maslow's point of view and put forward three kinds of human needs, namely existence, relatedness, and growth, which can flow with each other (Kuang, 1998). Herzberg (1959) argued that there are two factors that affect people's work motivation, including the health care factor and motivation factor. The health care factor is related to the working environment, while the motivation factor mainly refers to the sense of achievement in work, external recognition of work achievements, the sense of responsibility in the position, and the development and growth of the career, which can greatly stimulate the enthusiasm of employees.

For the motivation of teachers, it is necessary to grasp the current needs of teachers because different teachers may be in different levels of needs, so principals should implement motivation strategies that vary from person to person. The needs of teachers are continuous, and there is no strict unbridgeable hierarchy, so the motivation strategies for teachers should be flexible and operable. Furthermore, managers should create a good working environment and atmosphere for teachers, and protect their enthusiasm. While attaching importance to material conditions, principals should also strive to create conditions based on motivation factors and give teachers more opportunities to show themselves, so that they can have a sense of self-identity and pride, improve occupational attraction, and thus improve their work enthusiasm.

According to the different training contents, we adopt corresponding forms and methods, such as centralized face-to-face teaching, distance training, study tours, and special studies. For principals' perceived lack of management knowledge and competence, systematic training in management knowledge and practice can be added, especially through observational learning, case teaching, experience sharing, etc. to enrich the training content of principals (Zhang, 2013). In addition, the training can be designed to address the practical difficulties encountered by principals in their work.

In terms of teaching models and methods, the construction of a tiered, systematic and targeted training system, the training of principals should consider the needs of principals of different ages, teaching experience, education, and titles for training, stratified and classified according to the criteria. In terms of education, the speed of acceptance of theoretical knowledge may be slower for principals with specialist education and below than for those with higher education, so there needs to be a corresponding difference in the teaching models and methods adopted for principals with different education. The tiered classification of principal training makes the training more scientific to achieve better training purposes. In addition, the training process should focus on the main position of the principal, changing the traditional trainer-led training, strengthening the observation of excellent educational institutions to learn and learn from their essence; presenting cases, analyzing problems, and solving practical problems from them; and regularly studying documents on education, which can be a combination of lectures and participatory training. In addition, there is a need to have a variety of ways such as group discussion and self-reflection to fully mobilize the enthusiasm of the principal, so that the principal becomes the main body of training. In short, the actual situation of the principal gradually adjusts the training methods, in the "independent, cooperation, exploration, reflection, exchange" in learning, reform, and innovation of the principal training model.

Finally, it is needed to implement the training feedback timely and track the training effectiveness continues. The establishment of a sound feedback mechanism for the training of principals, to strengthen the evaluation of the entire training process and results, in order to ensure the smooth implementation of training and motivation of principals in training. The training feedback mechanism can make the trainer be trained by the principal to achieve a full range of mastery, the trained principal can express their views on the trainer and training institutions. On the other hand, the training side can also give timely feedback to the principal on the information related to the principal training, to ensure the effectiveness of the principal training, so that the principal training towards institutionalization,

standardization, and scientific direction. It is needed to evaluate the training results objectively, and continue to track the effectiveness of the training, in the first instance, the results achieved and the existence of deficiencies told the principal of the training, can effectively improve and enhance their teaching, management, and research capabilities, while also providing some reference and reference for the next principal training.

### **3.2. Improving the approach to the evaluation of personnel management of educational institutions.**

Dimension of leading childcare and education. The principal has three roles, including educator, manager, and leader. Since the principal is engaged in educational work, he or she must be an educator while developing his or her administrative skills, which will have a multiplier effect on the development of his or her administrative skills. The professional standards for principals define professional understanding and awareness, professional knowledge and methods, and professional competence and behavior in six major areas: planning institution development, creating a culture of nurturing, leading childcare and education, guiding teacher growth, optimizing internal management, and adapting to the external environment. The professional standards for principals set out 60 requirements for the qualifications of principals in the six major areas of professional understanding and awareness, professional knowledge and methods, and professional competence and behavior (MoE, 2015). In the present study, the author argues that the principal's qualifications are based on the following dimensions In this study, the author believes that principals should become educators before they can become good managers. Nursery education is the core work of educational institutions, and the principal should follow the law of early childhood education and the law of children's physical and mental development, and lead teachers in the scientific implementation of nursery education activities. Sukhomlinsky once pointed out that a school leader can only be a good leader and a credible and knowledgeable "teacher of teachers" (Suk, 1983). In the context of

the professional standards for principals, this study considers "leadership in childcare education" as an important factor in the professional competence of principals.

In an effort to be objective, a questionnaire was administered to principals and teachers on the ability of principals to lead childcare and education (D5). The questions related to this dimension were scored on a 5-point scale, including 2 items in the principal's questionnaire (item 20 and 22) and 4 items in the teacher's questionnaire (item 16, 19, 21, and 30). The results of the descriptive analysis of D5 showed that the mean values of the principal evaluation (Dp5) and the faculty evaluation (Df5) were 3.94 and 4.53, respectively, which were both greater than 3, as shown in table 3.4. This shows that the satisfaction of the principal in leading childcare and education is relatively high.

Table 3.4 - Evaluation of the dimension of Leading childcare and education

Dimension	Minimum value	Maximum value	Average value	Standard deviation
Dp5	3.00	4.67	3.94	0.64
Df5	2.80	5.00	4.53	0.54

*Source: prepared by the author*

So, is there a correlation between the principal's competence in leading childcare education and his or her overall managerial competence? This was an important research hypothesis for this study when the questionnaire was initially designed. It is also a question that needs to be clarified in exploring the formation of principals' managerial competence. To this end, this study used correlation analysis to explore the correlations between principals' competences in leading child care education and their managerial competence, as shown in table 3-5, respectively.

Correlation analysis was used to investigate the relationship between the Dp5 and the principal's managerial competence, and the Pearson correlation coefficient was used to indicate the strength of the relationship. The results of the

analysis showed that the correlation coefficients between Dp5 and Dp and between Df5 and Df were 0.869 and 0.852, respectively, with a p-value < 0.01, showing a significant positive correlation. This indicates that there is a significant positive correlation between the principal's managerial competence and his or her ability to lead childcare and education and that the results of the teachers' evaluations and the principal evaluation are uniform.

Table 3.5 - Correlation analysis between the dimension of Leading childcare and education and the managerial competence

Dimension	Dp		Df	
	Correlation coefficient	<i>p</i>	Correlation coefficient	<i>p</i>
Dp5	0.869**	0.000	--	--
Df5	--	--	0.852**	0.000

\*  $p < 0.05$  \*\*  $p < 0.01$

*Source: prepared by the author*

Therefore, in the process of developing the managerial competence of principals before or after their careers, in addition to the four dimensions covered by managerial competence, their ability to lead childcare and education must also be developed. A principal is not only an administrative position, but also represents professional leadership. The ability of the principal to lead childcare and education is essential to his or her managerial competence. According to the professional standards for principals, the professional competences and behaviors for leadership in childcare education include the following.

To implement the national regulations on childcare and education, and implement childcare and education activities based on current situation.

To enhance curriculum leadership and managerial competence to guide teachers to develop individualized educational programs and organize flexible and diverse educational activities according to the developmental needs of each child.

To establish a system for the principal to go into the classroom to guide education activities, so as to understand and evaluate the state of nursery education

promptly and give constructive feedback.

To lead and ensure the development of research activities in childcare education and to improve the level of childcare education.

Leading childcare and education is the core expression of the professional ability of the principal. The principal should adhere to the basic principle of combining education and conservation, pay attention to the cultivation of good learning qualities, be familiar with the organization and implementation of educational activities, and go into the classroom to dynamically monitor the implementation of education and conservation activities. The principal also needs to scientifically guide teachers to implement teaching and learning activities that conform to the laws of physical and mental development and early childhood education, lead and guarantee the development of nursery education research activities, and continuously deepen education reform in order to promote the healthy and harmonious development of children's bodies and minds.

In addition, the professionalization of school principals and principals is becoming more and more prominent, driven by the professionalization movement of educational administrators. The professionalization process of the principal needs to change from the role of "educator" to the role of "professional + management" and to improve the management literacy, management art, and leadership skills of principals (Suo, 2019). The principal should be able to work with both senior and professional teachers. This means that the principals can communicate and cooperate professionally with the senior staff in the area of care and education, while at the same time responding to changes in the entire organization, both internally and externally, with professional attitude, expertise, and competence of a manager and leader, and responding in a way that is acceptable to the professionals.

Dimension of creating organizational culture. The personnel management process is a process in which the principal organizes all staff members to work together to achieve organizational goals in education and care. According to Deming's theory of the management process, the operation of the personnel

management process also consists of four main stages: planning, implementation, checking and summarizing. This is both the basic procedure of the management process and the basic method of management by the manager. Although this management process can improve efficiency, it tends to lead to inertia, which makes creativity insufficient.

Managerial competence is essential in the journey of a qualified principal growing into an outstanding principal, but exceptional leadership also requires a certain level of creativity. China's professional standards for principals also include creating organizational culture in their expression of professionalism for principals in the following aspects.

To create a natural and humanistic environment that reflects the philosophy of the school, and to form a positive, tolerant, friendly, loving, healthy, and lively garden style.

Create a nurturing atmosphere that nurtures the sentiments of teachers and young children, recommend excellent spiritual and cultural works and classic reading materials for young children to teachers, and guard against the negative influence of undesirable culture.

According to the characteristics of children's physical and mental development and their ability to accept, the education of love for learning, love for work, and love for the motherland is integrated into the educational institution's daily life and play activities.

Gathering the power of organizational culture building, encouraging active participation of children, playing the leading role of teachers, and encouraging society (community) and families to participate in organizational culture building.

The hypothesis that there is no effect of the principal's creation of a nurturing culture (D6) on his or her managerial competence was made at the beginning of the questionnaire design for this study. Therefore, the questionnaire was designed with corresponding questions for each of the six dimensions of professional standards. In this study, the correlation between D6 and the principal's managerial competence was analyzed in the principal evaluation questionnaire and



the teacher evaluation questionnaire, respectively, as shown in table 3.6.

Table 3.6 - Analysis of the correlation between the principal's ability to create organizational culture and the managerial competence

Dimension	Dp		Df	
	Correlation coefficient	<i>p</i>	Correlation coefficient	<i>p</i>
Dp6	0.813**	0.000	--	--
Df6	--	--	0.842**	0.000

\*  $p < 0.05$  \*\*  $p < 0.01$

*Source: prepared by the author*

Correlation analysis was used to investigate the correlation between D6 and principals' managerial competence. Pearson's correlation coefficient was used to indicate the strength of the relationship. The results of the analysis showed that the correlation coefficient between Dp6 and Dp was 0.813, while the correlation coefficient between Df6 and Df was 0.842. The two p-values  $< 0.01$  showed a significant positive correlation. This indicates that there is a significant positive correlation between the manager's managerial competence and his or her dimension of creating organizational culture and that the results of the faculty evaluations and the principal evaluation are uniform. Further correlation analysis revealed that there was a significant positive correlation between the manager's managerial competence and all the items in the D6 dimension of both questionnaires. Therefore, creating organizational culture has a beneficial effect on the improvement of the managerial competence of the principal and also helps qualified principals to grow into excellent principals.

Culture has the power to educate people implicitly, and an excellent culture can enrich the spiritual world of people. Organizational culture is the sum of the unique values of educational institutions and the forms and material forms of their activities under their guidance, including the spiritual, material, institutional and behavioral aspects of educational institutions such as educational goals, value standards, basic beliefs, behavioral norms, environment, and symbols. Spiritual

culture is the soul of organizational culture construction, and it is also the highest level of organizational culture construction. The spiritual culture of educational institutions is the value orientation and psychological aspirations of educational institutions formed in the process of long-term development and generally recognized by all employees, and it is the centralized embodiment of the spirit of educational institutions. The principal of the educational institution should create a positive, tolerant, friendly, loving, healthy, and lively garden style.

Material culture is an important part of organizational culture construction. The planning layout, architectural style, facilities and equipment, and material materials of educational institutions all have certain cultural connotations and can reflect the unique material culture of educational institutions. The institutional culture construction of educational institutions is the guarantee of organizational culture construction. The system regulates people, restrains them, and forces them. Culture could motivate people, teach people, and guide people.

The principal should strive to build a democratic, scientific, egalitarian, and efficient institutional culture. The construction of educational institution behavior culture is the landing point of organizational culture construction. Behavior culture mainly refers to the behavioral norms and habits formed by teachers and children in the process of care and education, learning and living, and is an agreed-upon behavior pattern that reflects the values of educational institutions. Behavior culture directly reflects whether the concept advocated by educational institutions has been effectively implemented and whether the system developed is scientific and reasonable and strictly implemented (Wang, 2015).

Among the many cultural categories, creating organizational culture in educational institutions plays an important role in the improvement of its overall managerial competence, which is what the principal must experience to grow into an excellent leader and is an important reflection of the principal's ability to lead. The principal should pay attention to the educational functions of organizational culture in terms of value leadership, goal motivation, emotional cultivation, and behavior regulation, and integrate the excellent traditional culture of the Chinese

nation into the construction of organizational culture. Also, they should make comprehensive use of environmental cultivation, ideological propaganda, institutional regulation, and activity infiltration to create a nurturing atmosphere and spiritual home for teachers and children to cultivate their moral character.

Educational institutions should integrate culture into the physical environment so that children can interact with teachers and the environment, subtly gain inculcation, and realize the function of cultural parenting. The creation of a nurturing culture requires the principal to be able to keep up with the times, to have her cultural stance, to nurture people with rich activities and a happy spirit, and to discipline people with a scientific system.

Taking primary educational institutions as an example, principals with cultural literacy could take the following measures to promote the personnel management performance of the institutions.

The first is to improve the welfare and value the male teachers. Improving the welfare and valuing the male teachers. The welfare of teachers should be improved according to their different needs and preferences. Benefits that tailored to the needs of different teachers, such as “five social insurance and one housing fund”, discounts on childcare costs, and free meals on weekdays, could go a long way towards making a career attractive. As for the scarce male teachers, a green channel for them could be provided through the connection with universities and preschool normal schools as well as preferential treatment. Educational institutions could create a normal and harmonious male group environment for male teachers by recruiting enough male full-time teachers, physical intelligence teachers, or administrators. In addition, a work-life balance culture can be created to shorten the time they have to work in educational institutions so as to enhance their job stability and happiness. Besides, it is necessary to look at the long-term development of male teachers. Male teachers should be made to realize that they are an integral part of the teaching staff, rather than a small group that should be treated specially.

The second is to build a team culture that balances work and family. In the

face of the oversize class and the heavy workload of teachers, it is necessary to create a team culture that keeps the work-family balance to enhance the sense of happiness and belonging of teachers in addition to increasing the recruitment of teachers. Therefore, humanistic care can be paid more attention to in the management of teachers to alleviate the conflict between work and family, so as to enhance their happiness at work and ensure the stability of their work. For example, educational institutions could shorten the mandatory working hours, reduce the temporary clerical work beyond working hours, offer free meals for teachers, and provide temporary care services and tuition waivers for teachers' children. Leaders can integrate the culture construction into the overall management system construction to realize the transformation from teachers' passive acceptance of management and supervision to teachers' independent development and self-supervision.

The third is to establish a learning community to enhance learning enthusiasm. In view of the current situation that teachers in this study have a low initial education level, it can enhance their enthusiasm for learning and training after their employment. In addition to providing more training opportunities for teachers, there is also a need to form a "learning community" among teachers. Educational institutions could also encourage teachers to carry out teaching and research projects or micro-topic research according to the actual teaching and research tasks, and choose voluntarily or form a team for joint discussion. In addition, educational institutions should actively cooperate with local higher educational institutions to strengthen the integration of theory and practice. On the one hand, professors in colleges and universities can be invited to give professional guidance to teachers in primary educational institutions in the forms of academic lectures, topic discussions, lectures, and class evaluation activities, so that teachers could continue to broaden their knowledge and improve their professional quality. Meanwhile, excellent teachers in primary educational institutions can also serve as internship mentors for normal students in colleges and universities, and guide them to complete various teaching skills training together with their academic mentors.

The fourth is to create a harmonious organizational climate in educational institutions. The organization construction in education ecology pursues the state of harmonious coexistence, mutual tolerance, and mutual support. Leaders should pay attention to the construction of people-oriented management concepts and attach importance to the overall design, accumulation, and inheritance of organizational climate. The construction of a harmonious organizational climate could enhance the management grade, enhance the educational function of culture, build the educational institutions into an emotional home with humanistic care, and make teachers feel the value of their own life and the significance of existence. Also, educational institutions need to care about the psychology and emotions of teachers and hire professional psychological personnel to conduct psychological counseling for teachers regularly. The leaders should create a harmonious, equal, and democratic organizational climate based on putting an end to “different remuneration for equal work”, to improve the sense of belonging of teachers who are not in the permanent establishment, which is also one of the effective ways to help teachers improve professional quality (Xia & Shen, 2021), see Table 3.7.

The ability to create organizational culture in the process of developing the managerial competence of principals can have a multiplier effect on their managerial competence. When developing a principal's managerial competence, the ability to create organizational culture cannot be ignored as a boost. It is also an important part of the process for principals to improve their managerial competence and eventually form leadership.

Assessment methods of personnel management of educational institutions. Whether the analysis of the influencing factors on personnel management of educational institutions or the proposals of approaches for the development of managerial functions should not be the terminus of improving the personnel management performance of educational institutions. It is necessary to improve the scientific assessment system for the personnel management of educational institutions to ensure the effectiveness of personnel management. This study verified that the personnel management assessment system of educational institutions mainly includes four dimensions of principals' managerial competence and the other two related dimensions.

Table 3.7 - Assessment system of personnel management in educational institutions in practice

Target layer	Criterion layer (m)	Index layer (k / t)	
Principals' managerial competence in personnel management	Planning institution development (D1)	Principal evaluation	Dp1-1
			Dp1-2
			Dp1-3
		Faculty evaluation	Df1-1
			Df1-2
			Df1-3
	Guiding teacher growth (D2)	Principal evaluation	Dp2-1
			Dp2-2
			Dp2-3
			Dp2-4
			Dp2-5
		Faculty evaluation	Df2-1
	Optimizing internal management (D3)	Principal evaluation	Dp3-1
			Dp3-2
			Dp3-3
		Faculty evaluation	Df3-1
			Df3-2
			Df3-3
	Adapting external environment (D4)	Principal evaluation	Dp4-1
			Dp4-2
			Dp4-3
			Dp4-4
			Dp4-5
		Faculty evaluation	Df4-1
Leading childcare and education (D5)	Principal evaluation	Dp5-1	
		Dp5-2	
	Faculty evaluation	Df5-1	
		Df5-2	
		Df5-3	
		Df5-4	
Creating organizational culture (D6)	Principal evaluation	Dp6-1	
		Dp6-2	
	Faculty evaluation	Df6-1	
		Df6-2	
			Df6-3

Source: prepared by the author

Also, in the questionnaire developed in this study, 20 specific scoring items in principal evaluation and teacher evaluation were identified respectively. Therefore, based on the hierarchical structure model of the assessment system proposed in the previous section, it is determined that the final assessment system of personnel management in educational institutions includes 1 target layer, 6 dimensions in the criterion layer, and 40 corresponding indicators in index layer (20 indicators for each of the principal evaluation and faculty evaluation),

For the evaluation of each indicator, the Likert 5-point scoring method in the questionnaire is still used for scoring. It should be noted that the 100-point scale could be used to replace it in order to better present the results. Therefore, the value of each indicator should be the original score of the indicator multiplied by 20. Due to both the principal evaluation and faculty evaluation having 20 indicators, the total score of both evaluation criteria is 100.

According to formula (1.1) and formula (1.4), the final score (S) of personnel management performance of educational institutions and the score for one of the dimensions of principal managerial competence (S') could be calculated, which determine the different personnel management levels of principals in the corresponding grading criteria, as well as the level of a single dimension of personnel managerial competence, as shown in table 3.8.

Table 3.8 - Personnel management level of principals in educational institutions

Level	Unqualified principals	Qualified principals	Excellent principals
Final score (S)	0-60	60-80	80-100
Score for one dimension (S')			

*Source: prepared by the author*

Personnel management of educational institutions under the Covid-19 pandemic. In recent years, the new crown epidemic has disrupted the original educational order, and the education field has faced tremendous transformation and change, accelerating the reshuffle of the education industry. The post-epidemic era

means that the epidemic has not completely disappeared, nor is it likely to return to its previous state, and the epidemic will fluctuate, with small-scale outbreaks possible at any time. It is an era of return from foreign countries or abroad and seasonal episodes that are prolonged and have far-reaching effects on all fronts." (Wang, 2020). The impact of the outbreak is felt in all areas and poses a great challenge to them all, especially the survival and development of rural private schools. General Secretary Xi Jinping emphasized that "education should be well run" so that "young children can be educated and learn to learn". Premier Li Keqiang specifically mentioned "helping private educational institutions to relieve their difficulties" in his government work report in 2020.

A survey of 280 private educational institutions showed that more than 60% of them were unable to maintain normal operations and 19% were seeking to transfer due to a shortage of funds (Luo, 2020). As early as February 28 this year, research from the Education Committee of the Chinese Association for Non-government Education pointed out that the epidemic brought great challenges to the operation and even survival of private parks, especially public interest private educational institutions. It is recommended that the government should provide rent subsidies, and encourage financial institutions to provide small loans to private educational institutions in the form of government discounts and low interest rates to alleviate financial difficulties.

Under the crisis of the new crown pneumonia epidemic, private educational institutions need to rely on their management, especially the principals' needs to focus on crisis management, in addition to external forces such as policy support, in order to achieve their sustainable development. Crisis management is the management behavior of an individual or organization to prevent the occurrence of a crisis, mitigate the damage caused by the crisis, and adopt recovery behaviors after the crisis (Shi, 2015). In the book "Crisis Management", Robert Heath proposed the 4R model of crisis management, which consists of four stages: Reduction, Readiness, Response, and Recovery (Robert, 2004).

Before the epidemic outbreak, previous research showed that the flow of



teachers is significantly higher than that of teachers in other education stages, and the unbalanced flow phenomenon with a liquidity period of fewer than 5 years and a flow rate of more than 10% gradually becomes more prominent. Moreover, the research on teacher turnover in central China showed that the frequent turnover of teachers presented a certain regularity, that is, the turnover rate of teachers in private educational institutions is much higher compared with public educational institutions (Cai, 2011).

For private educational institutions, although the loss of some teachers could reduce some expenses, it was bound to bring difficulties to future education and teaching activities. The private principals should ensure that the existing capital chain is not interrupted because the private educational institution needs to be responsible for its profits and losses, which is not only the economic lifeline of educational institutions but also an important guarantee for the payment of the salaries of the current teachers.

Principals should adopt a variety of ways to reduce the turnover rate of teachers. On the one hand, the principal could organize the teachers to establish an "online companion community for children" during the epidemic, and parents can join the group voluntarily and only need to pay a small fee. Special teachers should be arranged to share parent-child game videos suitable for preprimary children in the group and answer parents' parenting questions at a fixed time every day. In this way, it not only could enable teachers to earn more than their salary during the epidemic, but also stimulate their sense of mission and motivation for achievement with parents' participation and trust, and make them more enthusiastic about their current positions. In addition, the various awards and subsidies provided by the government in response to the epidemic could be reasonably used to provide basic living subsidies for teachers, so as to guarantee their basic living to reduce the turnover rate.

On the other hand, since teachers need to do more work after the educational institutions officially reopen, principals could take necessary welfare plans to increase teachers' professional happiness and stabilize the teaching team. It has

been reported that 71% of the surveyed employees could be influenced by their welfare plan in their decision of whether to resign or not (Robbins & Coulter, 2017). Because the epidemic has not been completely controlled, the following welfare plans can be adopted in educational institutions to avoid cross-infection and meet the safety needs of teachers, for example, teachers could have free meals in the educational institutions and receive free daily epidemic prevention materials such as thermometers and masks.

The educational institution should establish a management system for epidemic response. It is of great significance to establish an internal emergency management mechanism to realize the sustainable development of private educational institutions based on ensuring survival. As the first person responsible for the prevention and control of the epidemic in the educational institution, the principal is fully responsible for the organization, leadership, responsibility decomposition, task implementation, and supervision and inspection of the epidemic prevention and control in the educational institution, which is the requirement of China's Ministry of Education for all principals of both the public and private educational institutions (MoE, 2020). The principals should organize the establishment of the educational institution epidemic prevention command leading group to complete the work plan and system construction, as shown in Figure 3.1.

Specifically speaking, it is necessary to formulate emergency plans and conduct relevant exercises to ensure that relevant personnel clearly understand the procedures and responsibilities. Additionally, there is a need to develop and refine the work specifications for child care and disease prevention, as well as the health care specifications in the one-day educational institution process. Educational institution rules should be open and transparent to children's parents to win their trust. After the formation of a virtuous cycle, it can be ensured that children could insist on going to the educational institution every day without being absent.

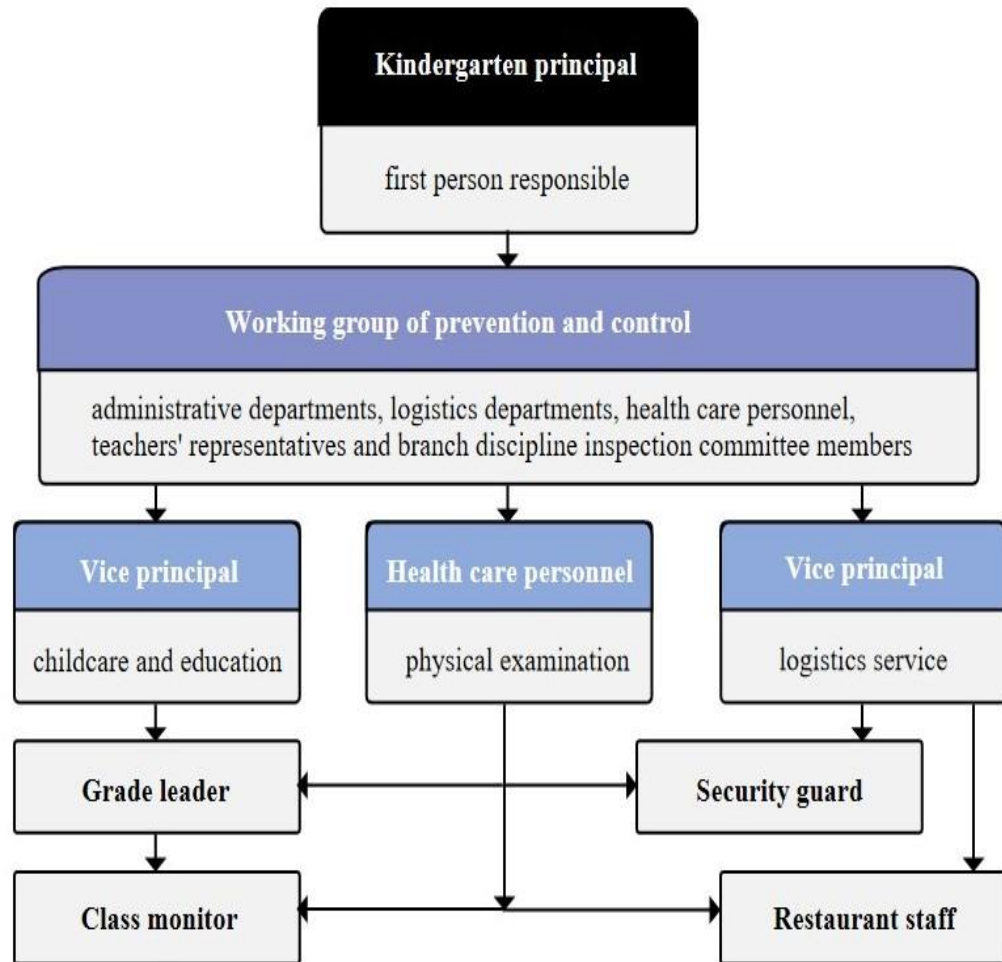


Figure3.1 - Structure of epidemic prevention command leading group in educational institutions

*Source: formed by the author*

Also, principals should implement various prevention and control measures according to the requirements of the local government, and make on-duty arrangements to ensure the health and life safety of children and teachers. At the same time, it is necessary to organize specially-assigned personnel to take charge of the psychological adjustment of educational institution staff after the epidemic. Similarly, teachers should actively pay attention to the mental health of children and their parents, both of which are very important but also easy to be ignored by the manager.

### 3.3. Modeling of the personnel management strategy of heads of primary institutions

In the context of sustainable development, this section summarizes which factors can have a multiplier effect at different stages of the formation of the principal's managerial competence and attempts to construct a model. How to improve the managerial competence of the principal is the question to be focused on in this study. Management competence is a comprehensive body containing multiple connotations, and the improvement of the principal's management competence is necessarily a systematic project.

In the process of developing the managerial competence of principals, the study outlined three stages: diagnostics and project-oriented, content and process-oriented, and evaluation and correction-oriented. Also, based on the results of the second part of the questionnaire and interviews, the factors that influence the managerial competence of principals, and concerning the existing "Glacier" model and "Onion" model of competences, both of which emphasize core or basic qualities, the following model is proposed, see Figure 3.2.

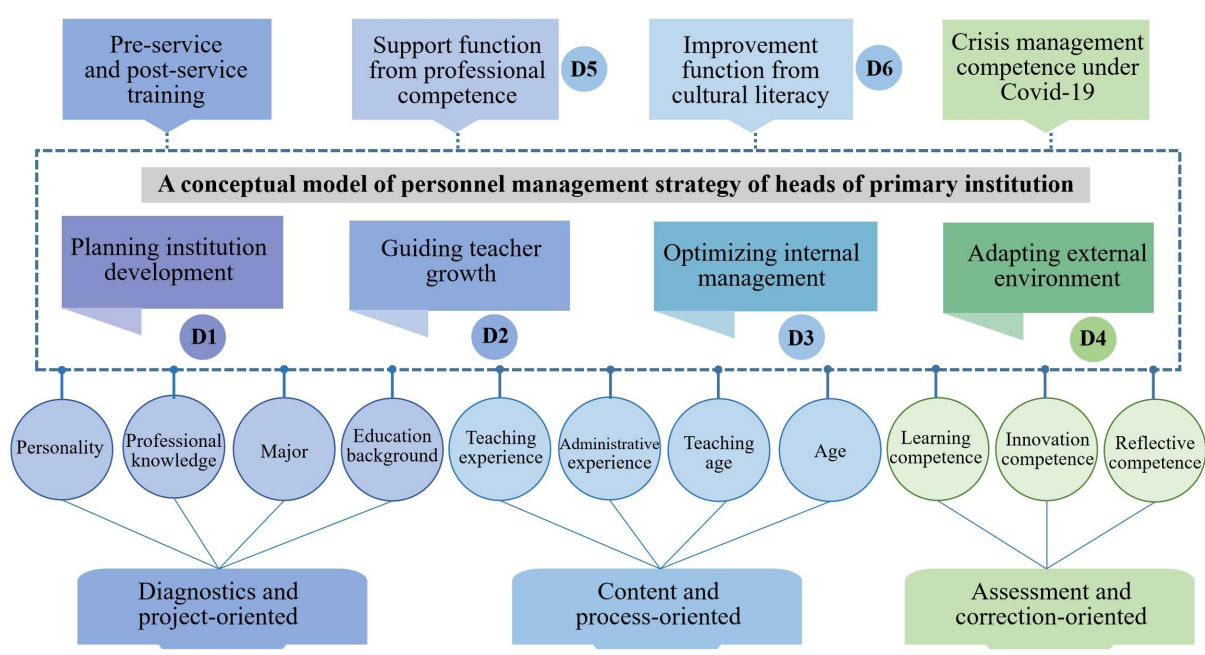


Figure 3.2 - Formation of model of personnel management strategy of principals

Source: formed by the author

*Diagnostics and project-oriented.* For the principal's managerial competence of planning institution development, leading teachers' professional growth, optimizing internal management, and adapting external environment, his or her personality qualities (especially social responsibility), professional background, and education can have a multiplier effect on the principal's managerial competence. This can be applied mainly in the pre-service preparation process of principals, especially in the college training stage. First, based on the findings in Section 2, students with a background in education or art can be targeted for training. It is also possible to make preliminary judgments about students' personalities and leadership styles through tests, etc., and to train them in a targeted manner according to this. According to the results of the previous survey, in the process of forming the managerial competence of the principal, his or her personality traits such as cheerfulness, patience, affability, enthusiasm, persistence, and aggressiveness, and good moral qualities such as responsibility, fairness, and impartiality, integrity, respect, and tolerance all play an important role.

According to the common problems in personnel management, the project-oriented teaching method can be adopted, that is, the project is the main line, the teacher is the guide, and the students are the main body, focusing on the combination of theory and practice. The project-oriented teaching method is based on the selection of teaching content closely around the need to complete work tasks so that students can get used to a complete approach to solving problems, and the "project" set up can run through the knowledge of multiple courses. The theoretical basis of the project-oriented teaching method is developed by the German Federal Institute for Vocational Education in July 2003, which decomposes the whole learning process into a specific project or event, designs a project teaching program, and designs teaching ideas according to the action loop. This not only can impart students with theoretical knowledge and operational skills but more importantly, develop their professional competence. The problems that often arise in personnel management, such as the high turnover rate of teachers and the low professionalism of teachers, are analyzed at both the theoretical and practical levels,

and then targeted to develop their managerial competence.

In addition, based on diagnostics and project-oriented, the development of managerial competence for principals must have a social responsibility component. New and Xu (2001) have stated that the purpose of the university is to shape good social citizens and consequently bring about social harmony. Former Harvard University president Bock (2001) also believes that universities have a special place and mission in guiding the development of a sense of social responsibility among students. This mission is also being exercised by many of the world's leading research universities. Harold T. Shapiro, former president of Princeton University, also believes that the moral development of top students, who may become leaders in various industries in the future, will affect many aspects of public and private life, and therefore it should be an important responsibility of universities to pay attention to and guide the moral development of students, and universities should offer relevant educational courses to guide students to develop good qualities of social responsibility.

In addition to "moral education" in the United States, the "gentleman's education" in British universities and "national education" in Japanese universities also reflect the goal of the university in cultivating excellent talents by giving equal importance to knowledge transfer and social responsibility. This is also the case in some universities in China. For example, the motto of Tsinghua University is "Self-improvement and Virtue", "self-improvement" can be regarded as the pursuit of the top talents' perseverance and perseverance in human learning, while "virtue" is It also incorporates the dual factors of cultivating the ability of top talents and shaping their personality by assuming social responsibility. However, it is worth noting that the current practice of cultivating top talents in China's colleges and universities still generally lacks attention to the social responsibility of top students; the selection and cultivation practice still follows the principle of IQ first, adopts a single and boring traditional teaching method to cultivate social responsibility, evaluates the development of students' social responsibility with standards that are out of touch with reality or difficult to land, etc., which are not conducive to the

development of top students into "complete human being".

Combined with the moral qualities of leaders described in the previous article, the moral qualities of principals, as leaders and top talents of educational institutions, can be focused on social responsibility in addition to the love for young children. In the diagnostics and project-oriented phase, all of the above contribute to the development of their managerial competence.

*Content and process-oriented.* Content and process-oriented personnel management tend to be a process-oriented system with processes and process specifics. Although PDCA can improve efficiency, it can easily lead to inertia, which makes creativity insufficient. Chinese growing companies combine their management practices to make a new development of this classic theory. In the management process, emphasis is placed on planning, responsibility, inspection, and motivation. Among them, the responsibility in place emphasizes that the completion of the plan needs the support of actions, and the responsibility to the people will have real action. Checking in place means that people will not do what you expect, but only what you monitor and check. However, the traditional institutional management and top-down administrative management in the past are not conducive to the healthy and coordinated development of educational institutions under the background of the epidemic, so an effective management concept is sorely needed.

In light of the characteristics of educational, the management of educational institutions can be innovated and flexible management can be implemented. As for the hypothesis of human nature, the early viewpoints of the "tool man" and "economic man" only concerned the economic needs of human beings, regarded workers as mechanical production tools, and put managers and management objects in complete. With the emergence of Maslow's hierarchy theory of needs, the understanding of human nature has taken a huge step forward, that is, humans are not only social man, but also decision maker and complex man (Zhou, Chen, & Lu, 2006).

Under the guidance of this kind of epistemology, managers must motivate

employees from many aspects, guide their behaviors, and boost their enthusiasm. Therefore, the essence of the person-oriented management concept lies in fully affirming the subjective role of people in management and effectively stimulating people's enthusiasm, initiative, and creativity by studying people's needs, motivations and behaviors, to improve management efficiency and maximize the realization of organizational goals. management, adhering to the person-oriented concept is to proceed everything from the growth and development of children and teachers, firmly rely on the In the personnel management, adhering to the person-oriented concept is to proceed everything from the growth and development of children and teachers, firmly rely on the masses of staff, fully arouse the enthusiasm of the staff, form the common value and value orientation of educational institution, build up the organizational culture with person-oriented principle, and then promote the harmonious development (Stoyanets, Xia, & Qu, 2021). The person-oriented management concept has the advantage of mobilizing the enthusiasm of all staff to participate in realizing the normal operation of educational institutions, concerning the mental health and life needs of all the staff to achieve good development, and stimulating the construction of 'Healthy educational institution' to contribute to the formation of good family and educational institution cooperation.

In the content and process-oriented stage, as shown in Figure 3.1 in the previous section, front-line teaching experience, front-line administrative work experience, teaching experience, and age are factors that can contribute to the development of their managerial competence.

*Evaluation and correction-oriented.* In the evaluation and correction-oriented phase, the principal's ability to learn, innovate, and reflect is particularly important.

As a manager, there are many things to focus on. After arranging the work tasks down, the first thing to look at is how well the staff is executing and how efficient the execution is for the development of the team. Improving the appraisal system is currently an important step to improve the managerial competence of



principals. Generally speaking, the appraisal system is for the internal staff, and this kind of appraisal can often stimulate the professionalism and business ability of the staff, but it can not play a role in assessing and correcting the managerial competence of the principal. To address this, principals should focus on internal evaluation while improving their managerial competence, transforming the previous relatively backward evaluation mechanism and evaluation concepts through improved evaluation, and effectively improving the business skills of the staff as well as their evaluation concepts. First, personnel management must adopt an appropriate evaluation and incentive system, focusing on the evaluation process and evaluation content, and motivating staff through performance evaluation. Second, principals also need to include themselves in the appraisal and are appraised together with the staff. The content of the evaluation should be consistent with the daily work of teachers, and on top of that, the evaluation of the principal's managerial competence should be added appropriately. In addition to enriching the evaluation content and improving the evaluation mechanism, the managerial competence of the principal can be further improved.

In addition, the establishment of a self-reflection and evaluation mechanism is another important step to improve the managerial competence of principals. Self-reflection and other evaluations can evaluate the professional and managerial competence of principals from both internal and external perspectives. Through this evaluation mechanism, principals can also learn about various aspects of the evaluation and hear various suggestions, which can be of great help in improving their business skills. The principal needs to pay attention to the evaluation mechanism of self-reflection and other evaluations. For self-reflection, the principal needs to pay attention to her work trends and work effects. At the same time, it is needed to pay attention to the summary of her work, and analyze the reasons for the problems and mistakes in the work, so that principals can truly recognize the shortcomings in the work and make improvements. For other evaluations, the principal can distribute personnel management questionnaires to the staff in the educational institution, so that the staff can give anonymous

feedback on the questionnaires, and then use the results of the questionnaires to understand the staff's evaluation and views on the principal's managerial competence from various aspects. Finally, the principal should combine the results of the questionnaire with his or her work summary to understand the deficiencies in personnel management and the areas to be remedied in the future, so as to effectively improve his or her managerial competence.

All of these require the ability to learn, innovate and reflect, which are important qualities necessary for the formation of a qualified principal's managerial competence in personnel management. A qualified principal needs to pay particular attention to the following points while planning institution development, leading the professional growth of teachers, optimizing internal management, and adjusting external environment.

First of all, as a qualified principal, it is needed to put morality first and have a strong sense of social responsibility. It includes implementing the educational policies of the Party and the State, integrating the core socialist values into the work of educational institutions, fulfilling the rights and obligations given to the principal by law, taking the initiative to protect the legitimate rights and interests of children, loving the cause of education and personnel management, being with a sense of social responsibility and mission to serve the country and the people, practicing professional ethics and moral education, respecting for the staff, and pursuing diligent dedication, fairness and integrity.

Secondly, as a qualified principal, it is necessary to run the educational institution following the law. Therefore, all educational must be done in accordance with the "Personnel management Regulations", "Educational Regulations", "Education Guideline", "Children's Learning and Development Guide for 3–6-year-olds" and other legal and regulatory requirements to establish the systems and arrange the affairs. A principal must conscientiously implement our Party's education policy and not passively implement laws and regulations in our work, but fully realize that following the law is the fundamental guarantee for managing educational institutions well. A good principal should have a sense of

law, normative awareness, and responsibility, dare to take charge, with smart wisdom and methods to manage the educational institution.

Again, as a qualified principal, it is necessary to have a scientific management style, which is the keynote of a successful educational institution. A qualified principal should know the truth of "system first" and put the improvement of the personnel management system in first place. principals need to combine China's early childhood education regulations and the local early childhood education situation to develop a management system that meets their development. In addition, a principal should always consider safety and security as the foundation of educational institution development. The principals needs to optimize the personnel management system from the perspective of teachers, parents, and students, and strive to achieve the management goal of "parents' peace of mind, children's happiness, and everyone's joy" under the current management system.

Finally, principals must set an example by effectively fulfilling the relevant provisions of the personnel management system and setting a good example for other educators. For example, teacher resources, as the most important resource in educational institutions, must be rationally allocated in order to maximize the teaching role. The principals, as the managers, can carefully examine the work situation, understand the strengths and specialties of each staff member, and place each staff member in the right position so that they can give full play to their strengths. At the same time, it is necessary to create a good environment and excellent humanistic management, which is the first element to attracting talent and retaining them. In addition, a scientific evaluation mechanism should be constructed. Establishing a scientific assessment system will help boost teachers' morale and strengthen the trust between the principal and the staff.

To grow into an excellent principal, in the process of developing its managerial competence, it also needs to do a good job of planning institution development, leading professional growth of teachers, optimizing internal management, and adapting external environment. In addition to these, special

attention should be paid to the following points.

First, it is necessary to innovate the personnel management thinking. An excellent principal should not only improve the personnel management system but also have innovative personnel management thinking, so as to be able to respond to various management problems of educational institutions on time. Today, most principals have strong innovative management thinking, but often deviations in the specific implementation stage, which requires close attention. For example, the principal has developed an integrated management mechanism for children's safety, the purpose of which is to fully protect the personal safety of children. These problems can seriously affect the implementation of the management system. Based on the above analysis, this study argues that a good principal should think in terms of the big picture and consider the whole picture based on innovative personnel management thinking. The innovative management system that results from such innovative thinking can be truly implemented.

Secondly, the innovative service ideas are needed. As a principal, establishing a sense of service is a prerequisite for managing educational institutions well. Management and service, are not an end, but a means to promote the development of educational institutions. A good principal, through in-depth practical, grasps the facts, work to see the whole picture, and the evaluation to be objective and fair; should be committed to achieving effective management, improving the level of management, and dedicated to serving the children, parents, staff, and society. At the same time, being person-oriented is the purpose of the service. Personnel management should reflect the concept of "people-oriented", equality is the premise, service is the core, autonomy is the way, and development is the purpose. The principal should establish a correct sense of democracy, in the arrangement of specific work, should respect the wishes of the staff, play the strengths of each staff, do not ignore the main position of teachers. To sincerely treat every staff member, actively help and solve their difficulties, and actively care about their lives. In the workplace, we should treat people with sincerity and kindness, and reflect people-orientedness in sincerity, respect, appreciation, care,

trust, understanding, and tolerance everywhere.

Once again, principals need to create distinctive educational institutions. A distinctive educational institution is unique in terms of its system, culture, teaching philosophy, and content, and that reflects the purpose and characteristics of the educational institution. Here we take culture as an example and talk about how principals should create a characteristic educational institution. Taking rural educational institutions as an example, it has two essential attributes, one is ethnicity and the other is ruralness, so its one-day activity organization also reflects the dual characteristics of ethnic cultural activities and rural customary activities, mainly containing ethnic unique cultural activities and phenomena. Based on both ethnic cultural activities and rural customary activities, it reflects the new face of educational institution activities in the new era; it promotes the education of children's ideology and behavior through characteristic culture, etc. An excellent principal needs to reflect different ethnic and regional cultural characteristics according to the specific situation of his or her educational institution, so as to create an educational institution with special characteristics.

According to the results of this study, there are certain optimization strategies for the heads of educational institutions to improve the personnel managerial functions to grow into good principals.

Creating a shared vision and culture is helpful to enhance principals' managerial competence in planning educational institution development. According to organizational behavior, values are at work behind all organizational behavior, and all school leaders are, first and foremost, leaders of values (Wang, 2012). This is also true for educational institutions, where all activities are necessarily related to the issue of values. Therefore, defining the direction of the educational institution and creating a good organizational culture is the first consideration of the principal, and it is also an important expression of the principal as a leader.

The first thing a leader needs to focus on when coordinating the organization's human resources, time resources, and work tasks is the issue of the

organization's development direction. The main way to effectively control the direction of the organization's development is by forming and articulating the organization's development vision, and values, and convincing all members of the organization to accept these values and internalize them as part of their daily work. A vision is a certain expectation formed through creation and communication, a description of the future that wants to be achieved, and on which the members of the organization have formed a consensus. All leaders should have the ability to articulate and realize an organizational vision. For strategic leaders, the ability to articulate an exciting shared vision with a promising future and continue to lead the organization or team forward will directly determine the future and fate of an organization (LRGCAS, 2009).

The first issue in building a vision is to determine the core values, which are the basis of the vision, and determine the development direction of the organization. For the determination of educational institution values, the core values of the educational institution should be built based on the mainstream values of the stage and the traditional and characteristic values of each educational institution, under the premise of identifying with the mainstream values of society. The Educational Regulations state that "an educational institution is an institution for the care and education of children over 3 years of age, and is an integral part of basic education and the foundation stage of the school education system." Compared to other educational stages, education has many special characteristics. The task of the stage is to implement the principle of combining care and education, and the learning of young children is based on direct experience, which should focus on providing them with opportunities for experience, interaction, and operation, taking games as the basic activity, integrating education into various activities, playing the central role of young children in education, providing children with rich physical materials and real-life situations, and maximizing support and satisfaction for young children through We provide children with rich physical materials and real-life situations to support and meet their needs for direct perception, practical operation, and first-hand experience. Therefore, "child-

centeredness and preservation-centeredness" should and must be the mainstream value of contemporary education, and all tasks and goals of educational institutions must revolve around this value.

In addition to the recognition of the mainstream values of education, the principal, as the leader of the core values of the educational institution, should also focus on the condensation and inheritance of the traditional values of the educational institution, which is the characteristic embodiment of an educational institution's long-established and different values from other educational institutions, and is the soul of an educational institution. If each principal takes office and immediately makes drastic changes, completely negating the previous principal's ideas or the long-standing traditions of the educational institution, it is likely to confuse the values of the educational institution. As a wise leader, in the process of establishing the core values of the educational institution, the principal should first base on the educational reality of the educational institution, try to inherit and explore the traditional values of the educational institution, and then combine the social development and educational change trends to refine the values that are in line with the mainstream values of education and reflect the characteristics of the educational institution, and effectively lead the educational institution's educational practice with the values.

As a principal, personnel management cannot be promoted solely by top-down administrative orders, nor can inspection and evaluation be linked only to job evaluation and bonuses; the quality of teachers cannot be substantially improved by these initiatives. Educational institutions are nurturing institutions, whether teachers can interact with children in a caring, accepting, and respectful manner, and whether they can improve their professionalism through various interactions organized by educational institutions, these are by no means administrative orders alone.

This can only be achieved by a cold order or a cold system of management. Therefore, it is important to reorient the values of educational institutions back to the fundamental position of focusing on "human growth" so that educational

institutions can become a place where both children and teachers can fully develop and truly reflect the value and meaning of human beings. In such an organizational climate, leaders can inspire their staff to develop a common vision and goals.

With "human growth" as the fundamental position, we should also pay attention to the growth of parents, another important "stakeholder" in the leadership process. Educational institutions should actively support and help parents to improve their educational skills and seek their understanding, support, and active participation in order to achieve co-parenting and promote the healthy growth of children. These changes are all based on the basic value of "human growth". The fundamental value of education is "adult", and in educational institutions, the principal focuses on the spiritual needs and self-worth of the organization's members, and only by paying attention to "people" can we truly change teachers' concepts and enhance their awareness and ability to change. Only by paying attention to "people" and improving parents' parenting concepts and abilities can we help to improve the quality of education through cooperation between homes.

A vision is not automatic, and a good vision is usually refined and refined gradually under the guidance of a good leader. Leaders play an important role in shaping the vision and mission of the organization, and the ability to develop an appropriate vision for the organization becomes one of the main criteria for measuring good leaders. An appealing shared vision cannot emerge from a mechanical process; it must be able to truly reflect the will of the organization's members. The true concern of the organization's members for a shared vision comes from their vision, and the shared vision must be rooted in individual aspirations and reflect care for the individual. The construction of a shared vision for the educational institution requires the participation of all staff, parents, and other supporters. In this process, the principal cannot simply replace the organizational vision with an individual vision; the principal must understand the dreams and visions of the entire staff and gain the support of the congregation (Xia & Shen, 2021).



At the same time, as an organizational leader, the principal should also constantly encourage the members of the organization to develop a common vision through the development of their visions. In short, the principal should be the driving force and guide to promote the generation and achievement of the vision, encourage all staff to talk about their vision, and after extensive collection, fully communicate and discuss with all members, and finally combine with the reality of the educational institution to summarize and form a spiritual platform that can be used to guide the organization to achieve the set goals. Only when the vision belongs to all members can the members of the organization be loyal to it and become a beautiful ideal for everyone. After a common vision is proposed, it is even more important to share and promote the vision, so that the members of the organization really feel that the vision is a good ideal worth striving for, and only in this way can the proposal of a common vision be truly meaningful.

In the context of educational change, building a shared vision is one of the most important elements of a principal's ability to improve his or her management and thus leadership skills. At the same time, vision is inseparable from organizational culture, which is the basic framework of the organization, including management processes, decisions, and privileges, as well as its values, norms, beliefs, attitudes, and traditions (David, Sylvia, Yang, & Du, 2005). A distinctive organizational culture not only increases the cohesiveness of the staff but also the consistency of the culture facilitates a solid brand image when the educational institution interacts with the outside world. To some extent, a leader's unique talent is her ability to understand and apply culture. principals should create a caring and trust-oriented organizational climate based on the characteristics of women and give full play to the emotional cohesiveness of flexible management so that teachers gain a sense of belonging and identity in a harmonious, friendly, and stable environment (Jiang, 2012).

An organization's culture usually reflects the uniqueness of the organization through its values, dominant leadership style, language and symbols, daily procedures, and definitions of success (Kim, Robert, & Xie, 2006). When creating

organizational culture, the principal can use symbols as a vehicle to characterize the organizational culture. These symbolic elements include the educational institution building and facilities, the emblem and song, event ceremonies, and celebrity allusions, among others. At the same time, cultural construction cannot be separated from the pull of rules and regulations, and institutional construction is an important force to promote and facilitate cultural construction, providing strong support and guarantee for organizational culture construction. Culture building provides the principal, staff, and children with common beliefs about educational goals and the roles they should each play, and guides their behavior in this way. Teachers and children work, learn and live in a caring, trusting, and cooperative organizational atmosphere, and members can communicate more freely and equally with each other and actively participate in educational institution building.

- Providing professional leadership and research assistance could support principals' managerial competence in guiding teachers' professional growth. The principal provides overall leadership for the care, education, and administration of the educational institution, and at the same time, needs to better meet the needs of children and parents by promoting the professional growth of teachers. Therefore, it is decisive for the development of educational institutions for the principal to move from being a single administrative manager to an educational leader.

Firstly, the principal should move from "administrative authority" to "professional authority". To improve managerial competence, the principal must first change his or her concept and realize that effective leadership of educational institutions must shift from the administrative authority given by the position to the professional authority built by the pursuit of theoretical literacy. This change in perception specifically includes changes in the principal's perception of education, values, behavior, management concepts, and strategies. The professional role of the principal in the new period is diverse, but the educational leader should be the core role of the principal. New Zealand, the United States, the United Kingdom, and other countries put professional leadership (teaching and learning) and guiding learning and teaching in the most important position in the development of

professional standards for principals (Chu, 2007).

Secondly, the principals should not only stand at a certain height for macro planning and grasp but also be down-to-earth in the classroom to carry out educational research. The principal should give teachers autonomy in curriculum development and implementation in curriculum leadership, not just positioning teachers as curriculum implementers who can only organize teaching according to a predetermined curriculum plan, but giving them full professional autonomy and the right to deliberate on the curriculum. To understand the teachers' teaching, the principal must get out of transactional management and go deeper into the teaching line, paying more attention to the classroom. The characteristics of educational institutions in terms of size and teaching style offer the possibility of daily classroom visits by the principal. First, compared to schools, educational institutions are generally smaller in size, with the average size of educational institutions ranging from six to nine classes. It is only through frequent classroom visits that the principal can keep abreast of the activities taking place in the classroom, understand the situation of teachers and children in the classroom, identify problems in teaching, and give appropriate professional guidance. The principal goes deep into the classroom for field guidance, to be good at identifying problems, analyzing them and solving them, and seizing educational opportunities to promote teacher development and child growth. In the process of guiding teachers, the principal should establish an equal dialogue mechanism with teachers, listen to their opinions, and give effective and optional suggestions.

Moreover, the professional growth of teachers is fundamental to the development of an educational institution, and the ability to improve the professionalism of teachers is an important indicator of the level of managerial competence of the principal. Teaching and research activities in educational institutions are important means to promote teachers' professional growth and improve the quality of education and teaching. However, in practice, many educational institutions carry out teaching and research activities that not only do not promote teacher development but also become an additional burden for many

teachers. The reason for this is that some principals in the teaching and research activities, there are "fake", "big", and "empty" phenomena, so the teaching and research activities are in the form. The only way to make teachers feel that teaching and research activities are not a burden, but a platform to solve problems with collective wisdom and achieve their growth is to set the content of teaching and research activities in the work of teachers. This can effectively improve the quality of teaching and research and reduce the work pressure on teachers.

In institution-based teaching and research, the principal, teaching, and research team leaders and experts should change roles, breaking the previous practice of principals or experts' "one word" to achieve a democratic posture of dialogue with teachers on an equal footing. The head of the school should inform teachers of the topic of the seminar before each teaching and research activity so that teachers can think beforehand and come prepared. In the process of teaching and research activities, teachers should be encouraged and guided to express their views and be willing to discuss and learn from each other and research together, so that teachers become the protagonists of teaching and research activities. To ensure that teaching and research work is carried out in an orderly manner, the principal should not only incorporate teaching and research work into the daily education and teaching work, but also subsume it into the educational institution's management system, develop an educational institution teaching and research system, and let teachers clarify the goals, content and evaluation indicators of teaching and research work. The principal should effectively implement and enforce the garden-based teaching and research system, play the management role of the system, and guide teachers to eventually internalize the teaching and research management system into the rules of their work, forming a good culture of teaching and research in the garden.

Finally, based on the position of the principal to shift from administrative authority to professional authority, teachers must become researchers without the leadership of the principal, then the principal must first become a "research", "scholarly" principal. The principal should be fully aware that the significance of

scientific research is to better improve the level of research and professional development of teachers, and to carry out research as an important way to promote the overall development of educational institutions. When the principal is leading the research on the subject, first of all, the choice of the research topic should be based on solving the problems in education or the interest of teachers. By carrying out research activities, it can practically solve the problems in education, carry out action research and explore the laws of education and teaching. In the research process, the principal should make reasonable planning for human resources inside and outside the garden, change the hierarchical concept that members of the subject group can only be the principal, middle-level cadres, and backbone teachers, and encourage wide participation of the teacher community, especially ordinary teachers, to combine teaching practice with theoretical research. At the same time, the principal is responsible for building a learning educational institution, and should actively advocate full learning, including the principal, middle-level cadres, teachers, and caregivers, all educationalists should focus on learning, while focusing on sharing their views and experiences with everyone, forming a learning community of cooperation and sharing in the garden, and building a platform for teachers to grow. In such a learning educational institution, the principal will be able to drive not only the learning of the teachers but also the learning of parents and children. In addition, the principal should form a good learning atmosphere in the educational institution. In addition to spiritual leadership, she should provide material protection for teachers' learning, establish a special venue for teachers' learning and communication, such as a library reading room and an electronic preparation room, and make teachers grow actively in a relaxed and independent learning environment by holding symposiums and academic salons.

Establishing the management system and work team is the manifestation of principals' managerial competence in optimizing internal management. First of all, in the process of personnel management, establishing a scientific and reasonable management mechanism is an important factor affecting the effectiveness and

efficiency of personnel management. In the process of personnel management, the principal needs to continuously strengthen the integration of the three aspects of resources: material, human and financial, of which the main position is occupied by people. Therefore, when the principal carries out management, the educational institution system should adhere to the concept of being person-oriented, using the extra time of teachers to enhance communication and exchange between each other. Create a harmonious nurturing environment to help children develop good learning and living habits. The development of goal management and performance appraisal should manifest the humanity and motivation of the teaching staff so that they can all realize the value of their lives in their positions. In addition, when managing the educational institution, the principal needs to have the law to follow and carry out the relevant work in accordance with the rules and regulations to ensure that the management is standardized and that all work is in line with national laws and regulations. At the same time, they can also give full play to the strengths of the staff and work together with parents to form a co-parenting alliance. System management is a dynamic cycle of organic systems, unchanging, unable to cycle interaction, is not to achieve efficient management.

Second, it is needed to focus on team building the staff. In most educational institutions, the relationship between the principal and teachers remains at the level of manager and subordinate, with the principal supervising, checking, and evaluating teachers' work, while teachers are always in a position of being supervised, checked, and evaluated, which makes the organization lack vitality internally. In the context of educational change, principals must change the state of being of teachers and focus on team building and management if they are to lead change. Section management aims to ensure the transmission of policies and orders, emphasizing consistency and discipline. Team management, on the other hand, is flat and focuses on motivating each member to maximize their respective roles, emphasizing integration and creativity (Chen, 2011).

On the one hand, the principal should encourage the creation of non-administrative organizations in the garden. Non-administrative organizations do

not require an organizational structure to support them but are distinct from "small groups" that are based entirely on individual emotions and are formal groups of individuals working together to achieve a goal. These professional groups are often teacher-centered, and each teacher can express his or her views fully and freely in the group. Non-administrative organizations are a useful complement to administrative organizations and are an important support for faculty members to achieve good development. According to the interpersonal theory proposed by Hawthorne's experiment, in a way, among the factors that determine workers' productivity, the togetherness and security that workers are accepted by the group have a more important role in productivity than incentive pay. This is because team belonging satisfies the psychological needs of individuals and gives employees individual or team responsible for a task decision, which can make individuals or teams increase their sense of responsibility and give their best effort to complete the task.

On the other hand, the principal needs to achieve leadership for the faculty team. For teachers, creating teams allows teachers to break the limitations of grade levels and class groups, create teams to support teaching, and promote interaction between different levels. Thus, team building is a product of organizational management change and is a useful complement to the section system. For team building to be effective and achieve team goals, it requires the principal to lead the staff team as a leader. First, the principal should give the staff sufficient space in management to create a good environment that helps the team to build. The principal should pay attention to the professionalism and subjectivity of teachers in management, create a relaxed and harmonious atmosphere in the garden, and actively promote team building among the staff, such as guiding teachers to create subject teams, and interest groups or organizing cultural salons in the garden. Encourage staff to form their teams for a common goal, and give strong support. Second, the principal should provide technical guidance and resource support for team building in the garden. The principal should actively advocate the "de-administration" of team members, in the team, not administrative positions as the

basis for members to participate in decision-making, fully reflecting the professional authority of teachers, the team will become a real platform for the development of professionals. Third, the principal should strengthen the ties between the small teams in the garden and between the small teams and the larger educational institution team as a whole. The principal should clarify the values and overall development goals of the educational institution to the team members so that the development goals of the small teams are integrated with the overall goals of educational institutions so that the effectiveness of the team can be fully utilized and the team members can follow themselves to achieve common goals together. In addition, the principal should deal with the relationship between administrative and non-administrative organizations, so that the two can form a synergy, not only to play the administrative organization's management effectiveness but also to build the educational institution's cooperative culture and professional community with the power of various teams, to promote the good development of the educational institution.

Realizing the role change and internal and external integration is the innovation of principals' managerial competence in adapting to the external environment. In the context of change, educational institutions are facing more challenges, and what we need are leaders with managerial competence. A principal can effectively achieve organizational goals by establishing appropriate organizational structures and procedures within the institution, allocating various resources rationally, and organizing and coordinating the efforts of all parties.

Today, no matter how high the level of managerial competence is, the principal cannot cope with the complex and changing internal and external environment of today's organizations alone, and the days of individual heroism, when the principal alone fought, are gone. principals should be a cohesive group, with the principal as the core figure, while also playing the leadership of other organizational members to form a leadership synergy in the garden. Therefore, the principal needs to shift her leadership style and share a broader range of leadership within the organization through reasonable delegation of authority.



First of all, it is necessary to improve and perfect the leadership team in educational institutions. Today, the work status of many principals is "busy" and "tired", the reason for this is that the principal of the garden is personally responsible for the size of the affairs of the garden is the main reason for this situation. The principals should make reasonable decentralization, focusing on the formation of leadership groups. In the face of internal and external affairs, the leadership team members work as a group to reduce the pressure on the principal, but also to improve the scientific nature of decision-making and improve the efficiency of the implementation of decisions. The principal through the establishment of leadership groups in the garden, not only to reduce their own "burden", you can focus more on educational institution organizational planning, cultural construction, etc., but also through this way to promote the overall improvement of the work inside and outside the garden.

Second, the organizational structure of the garden needs to be adjusted and optimized. An important internal driving force for organizational change is organizational structure. It is essential for the principal to consciously adjust and optimize the organizational structure of the school by considering the external environment and internal needs when practicing organizational leadership. Especially for educational institutions, because of their generally small size and relatively simple organizational structure, adopting a section-style high center of gravity management, relying on the organizational structure to manage and delegate orders at different levels, may waste more human and material resources, cause more disconnection among organizational members, and is not conducive to mobilizing the motivation of organizational members. In some small and medium-sized educational institutions, in order to reduce the span of layers in the management hierarchy, middle-level cadres can be allowed to also serve as lead teachers, which truly shifts the management center of gravity downward in the garden and thoroughly realizes the flat management of the organization. In the traditional school management system, the middle level cadres are the intermediaries for the transmission of information. However, when viewed in the

context of school transformation and management change, middle-level cadres not only have a direct impact on the implementation of decisions made by the principal and other leadership teams but are also an important source of information and intelligence for the principal's decisions (Wu & Li, 2007).

Only by allowing educational institution middle-level cadres to "return to the classroom", taking into account the administrative role and teaching role, can they have the sincerest understanding of the needs and problems of front-line teachers, more objectively grasp the implementation status of curriculum and teaching, timely identify existing problems, and effectively help teachers solve problems. In addition, they can truly become the right-hand person of the principal and the caring person of the teachers.

Again, distributed leadership in educational institutions increases teacher autonomy. Within educational institutions, distributed leadership can rely on multiple leadership resources within the organization to guide and accomplish tasks of different sizes, levels of responsibility, and scope (Wayne, Cecil, & Fan, 2007). The strengths of each member are valued in the management process to achieve overlapping and synergistic leadership and to stimulate and unlock the potential of members. In an educational field of continuous change, teachers cannot just be the leaders of others, but they should see themselves as leaders of their classrooms and colleagues from the beginning of their careers and should always be encouraged to do so. The principal should be a "leader's leader," focusing on the role of teachers so that everyone is able and focused on their managerial competence and responsibilities in the work of the educational institution. The principal should share power within the school, empower teachers, change their status as blind followers and passive receivers, and encourage them to become the heads of the institutions.

Finally, educational institutions are no longer a closed system in modern society. It is inextricably linked to the external environment, and the development of educational institutions is inevitably influenced by the external environment. In addition to taking full responsibility for the internal work of the educational

institution, the principal must also focus on coordinating and coordinating external resources to create a favorable external environment for institution development. The ability of the principal to coordinate internally and externally should also emphasize his or her high moral character, which is the basis for all management work. Among the various external resources, the ones most closely linked to educational institutions are families and communities. On the one hand, the principal should mobilize teachers and children to participate in community service activities, which not only expands educational resources but also better reflects the role of education radiation; on the other hand, the principal should seek community support for educational institutions to maximize the effective integration and full utilization of resources. The principal needs to create an external environment for the educational institution that is suitable for development and change, to achieve a balance between the internal and external organizational systems.

### **Conclusions to section 3**

In section 3, the prospective directions of personnel management in China's educational institutions were explored in this study, and the following conclusions are obtained.

1. This study highlighted the development of managerial functions of heads of educational institutions which mainly includes pre-service preparation and in-service training. Based on the preliminary questionnaire survey, this study selected H university in China and M university in Malaysia for comparative analysis of the design of the training program in the pre-service preparation. Taking the four-year undergraduate talent training program of education major of the two universities as an example, the textual analysis method is used to compare their differences in pre-service preparation and summarize the respective experiences to draw certain enlightenment. For the in-service training of managerial functions of heads of educational institutions, this study analyzed its differences from ordinary teacher training and puts forward some suggestions, including strengthening the practicality of training contents, continuously enriching the training methods, and

gradually improving the training system, implementing training feedback promptly and continuing to track the training effects.

2. In the process of developing the managerial functions in educational institutions, what other factors could help the development is discussed. This study mainly analyzed the other two dimensions related to the managerial functions of heads in educational institutions, namely, leading childcare and education, and creating organizational culture. Among them, the former reflects the professional ability of the principals, while the latter reflects the cultural literacy of the principals. The results of correlation analysis showed that the two dimensions are significantly positively correlated with the total level of principal managerial competence in the principal evaluation, and the same results are also found in the faculty evaluation, indicating that the professional ability of principals could help to support the development of the managerial competence, and the cultural literacy of principals could improve the managerial competence development.

3. Based on the six dimensions and related contents of the personnel managerial functions of heads in educational institutions, this study improved the scientific assessment approach to personnel management of educational institutions. The assessment system mainly includes one target layer, six dimensions in the criterion layer, and 40 corresponding indicators in the index layer (20 indicators for each of the principal evaluation and faculty evaluation). The final score and the score for a single dimension of the personnel management performance of educational institutions could be gained based on the proposed formulas in the previous section, which could determine the total level and the single dimension level of personnel management of the heads of educational institutions, such as unqualified principals, qualified principals, and excellent principals.

4. The Covid-19 epidemic has brought huge challenges to the personnel management of educational institutions. Based on the literature review and individual interviews, this study found that private educational institutions are confronted with many difficulties such as the operation stagnation of private

educational institutions, the increasing turnover rate of teachers and children, and the general lack of emergency management mechanisms in educational institutions. This study suggests that principals should improve the management level by taking responsibility for the management and gaining support from various social forces, adopting a variety of ways to reduce the turnover rate of teachers and students, and strengthening the construction of an emergency management system for prevention and control for educational institutions to respond to the epidemic.

5. This study proposed a model for the development of the managerial functions of heads of educational institutions. With the dimensions as the core of this model, it is found that there are mainly 11 factors that could influence the managerial functions of the heads, including personality, professional knowledge, major, educational background, teaching experience, administrative work experience, teaching age, age, learning competence, innovation competence, and reflective competence. These factors correspond to three stages in the formation of managerial competence, diagnostics and project-oriented, content and process-oriented, and assessment and correction-oriented. The first two stages can help principals grow into qualified principals. The competence formed in these two stages is the ontological competence of principals. The competence of the third stage is mainly about ductility, which is also necessary for qualified principals to grow into excellent principals. In the process of the formation of managerial competence, pre-service preparation and in-service training play a basic role, professional ability have the supporting function, cultural literacy has the promoting function, and crisis managerial competence plays the guarantee function.

6. Based on the new model, this study put forwards the areas that the heads of educational institutions need to focus on to develop managerial competence from qualified to excellent. Finally, the optimization strategies for improving the personnel managerial functions in educational institutions were proposed, including creating a shared vision and culture to enhance the competence of planning educational institution development, providing professional leadership and research assistance to support the competence of guiding teachers' professional growth, establishing the management system and work team to optimize internal management, realizing role change and internal and external

integration to improve the competence of adapting to the external environment.

## CONCLUSIONS

The dissertation substantiates theoretical, methodological, and scientific-practical provisions on the personnel management of educational institutions in China. The main conclusions obtained in the process of the study are as follows.

1. The theoretical determinants of personnel management in educational institutions lie in the managerial competence of personnel managers and the methods and techniques used in the process of management. Through the comparison of the professional standards of principals in China, the United States, New Zealand, and Canada, this study concluded that principals in educational institutions have three roles: educators, leaders, and managers. According to the professional standards for principals in China, the connotation and dimension of the managerial competence of principals in educational institutions were discussed. The managerial competence of the principals mainly covers four dimensions, including planning institution development, leading the professional growth of teachers, optimizing internal management, and adapting external environment. Also, the policies on the managerial competence of principals were analyzed since the reform and opening up in 1978 in China.

2. This study compared the foreign experience of personnel management of educational institutions in Europe, America, and Asia to provide reference and enlightenment for Chinese personnel management. Especially, in the United Kingdom, the application of hierarchical management and assessment methods of teachers and the clarification of the requirements and goals of the principal's team construction has significant implications for other countries. The "four high" advantage of teachers in Finland, including high education, high level, high salary, and high status, has formed a virtuous circle in education. That is, Finnish teachers have high education and high social status, which in turn promotes their teaching with a high sense of responsibility and mission. Then high-level teaching allows Finnish teachers to gain a high degree of trust in society and thus have a high degree of teaching autonomy. Norway has greatly increased the proportion of male

teachers through a series of efforts to encourage males to engage in education, which provides a useful reference for other countries to break the gender ecological imbalance of teachers. Besides, the personnel management experiences of the United States and Canada in the Americas and Malaysia in Asia were analyzed to provide a theoretical foundation for the subsequent research.

3. A systematic review was conducted on the specific methods and relevant policies of personnel management in educational institutions in China. Based on the analysis of personnel management methods and policies, the systematic personnel management methods in educational institutions were summarized, including organizational methods, economic methods, and social psychological methods. Organizational methods cover the method of organizational stability influence, administrative influence method, and disciplinary influence method. The economic method of personnel management in educational institutions includes wages, bonuses, material rewards, fines, quota management, fund allocation, etc. Besides, the social psychology method includes advocacy and guidance, motivation, social support, team building and cooperation, work atmosphere, shared vision, and other targeted individual methods. In the process of personnel management, a mix of different management approaches is always commonly used to achieve organizational goals more effectively.

4. A questionnaire survey was conducted to study the current situation of personnel management in 25 educational institutions in Henan province in China. A total of 420 questionnaires were distributed to the respondents, among which 362 are valid in the 397 questionnaires collected, with a recovery rate of 94.5% and an effective rate of 91.2%. The results of the statistical analysis based on SPSS 22.0 showed that both the scores of the principal evaluation and the faculty evaluation are higher than the general level on all dimensions and the scores of the faculty evaluation are higher than that of principals, indicating that the principals are generally accepted as the qualified managers. Moreover, both the principal and faculty members scored the lowest on the dimension of optimizing internal management (D3), which means that educational institutions need to improve the



most in the dimension. Specifically, the mean value in each dimension of managerial competence from high to low in principal evaluation is guiding teacher growth (D2=3.93) > planning institution development (D1=3.79) > adapting external environment (D4=3.78) > optimizing internal management (D3=3.44). The mean value in each dimension of managerial competence from high to low in faculty evaluation is planning institution development (D1=4.41) > adapting external environment (D4=4.31) > guiding teacher growth (D2=4.26) > optimizing internal management (D3=4.22).

5. The difference analysis results of demographic variables on the managerial competence of principals show that the ages of principals have very significant differences in guiding teacher growth (D2). The teaching experience has significant differences in planning institution development (D1) and guiding teacher growth (D2). The current highest degree showed significant differences in guiding teacher growth (D2). There are significant differences between the major of the current degree and the planning institution development (D1), guiding teacher growth (D2), adjusting external environment (D4), and the overall level (D). Finally, different regions have significant differences in planning institution development (D1) and guiding teacher growth (D2). A semi-structured interview was conducted with three heads of educational institutions to deeply diagnose the personnel management system in China. It was concluded that personal experience has an impact on principals' managerial competence, including front-line teaching work experience, administrative work experience, and professional background.

6. Through the in-depth interview, it is highlighted that the personality qualities of principals are one of the dominant factors affecting the personnel management of educational institutions, which involved personality traits and moral qualities. The former mainly covers the traits such as cheerfulness, patience, affability, enthusiasm, persistence, and aggressiveness, while the latter mainly includes the aspects of responsibility, fairness and impartiality, integrity, respect, and tolerance. Additionally, the results of the survey show that the lack of professional development motivation and high mobility of teachers is the primary

influencing factors affecting the personnel management of educational institutions. Besides, the excessive administrative intervention from superior departments and the insufficient professional knowledge and competence of principals is also considerable influencing factors that need to be further improved.

7. This study determined the development of managerial functions of heads of educational institutions mainly including pre-service preparation and in-service training. A comparative analysis of the pre-service preparation of a four-year undergraduate talent training program of education major between H university in China and M university in Malaysia was conducted. The textual analysis method is used to analyze the striving direction to improve the pertinence of pre-service preparation for future managers, including training objectives, curriculum provision, elective courses, practical courses, and arrangement of course hours. As for the in-service training, this study analyzed the differences between principal training and ordinary teacher training and proposed the suggestions such as strengthening the practicality of training contents, continuously enriching the training methods and gradually improving the training system, implementing training feedback promptly, and continuing to track the training effects.

8. This study mainly highlighted the other two dimensions related to the managerial functions of heads in educational institutions, namely, leading childcare education and creating organizational culture, which is significantly positively correlated with the total level of principal managerial competence. Based on the six dimensions and related contents of the personnel managerial functions of heads in educational institutions, the scientific assessment approach to personnel management of educational institutions was improved. The model of the assessment system mainly covers the target layer, the criterion layer with six dimensions, and the index layer with 40 corresponding indicators. The final score and the score for a single dimension of personnel management of educational institutions could be calculated by the percentage weight summation method, which determines the total level and the single dimension level of principal's

personnel management performance in educational institutions, such as unqualified principal, qualified principal, an excellent principal.

9. A conceptual model of the personnel management strategy of heads of primary institutions was developed, which covers three stages in the formation of managerial competence, that is, diagnostics and project-oriented, content and process-oriented, and assessment and correction-oriented. The first two stages are the process of the principals growing into qualified principals. The competence formed in these two stages is the ontological competence of principals, covering the influence factors such as personality, professional knowledge, major, educational background, teaching experience, administrative work experience, teaching age, and age. The third stage is mainly the ductility of managerial competence includes the influence factors such as learning competence, innovation competence, and reflective competence, which determines how to make the qualified principals grow into excellent principals. In the model of personnel management strategy of heads of primary institutions, the four dimensions of managerial competence are the core content, pre-service preparation and in-service training play a basic role, professional competence plays a supporting role, cultural literacy plays a promoting role, and crisis management capability plays a guaranteed role. Based on the new model, the optimization strategies for improving the personnel managerial functions in educational institutions were proposed, such as the creation of a shared vision and culture, the provision of professional leadership and research assistance, the establishment of a management system and work team, and the realization of role change and internal and external integration.

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## Questionnaire of current status of personnel management in educational institutions

### Dear Director/Teacher.

Hello! Thank you very much for filling out the questionnaire during your busy schedule. The purpose of this questionnaire is to understand the current state of personnel management and is not specific to a particular educational institution or individual.

**This questionnaire is filled in anonymously, and the data is only for research purposes, and will not be disclosed and uploaded individually, so please do not worry when you answer.** There is no right or wrong answer, so please fill in each item according to your real situation.

**Thanks again for your participation!**

### I. Basic personal information

Please choose the most appropriate option according to your actual situation.

1. Your age: [Single-choice] \*

- < 21 years old     
  21-25 years old     
  26-34 years old     
  35-40 years old  
 41-45 years old     
  46-50 years old     
  > 50 years old

2. Your gender: [Single-choice] \*

- Male     
  Female

3. Your teaching experience: [Multiple Choice] \*

- 0-2 years     
  3 to 5 years     
  6-10 years     
  11-22 years  
 21-30 years     
  >30 years

4. Your current marital status: [Single-choice] \*

- Married with children     
  Married with no children     
  Unmarried

5. Your job title: [Single-choice] \*

- Senior faculty     
  Senior Teacher     
  First-class teacher  
 Teacher II     
  Teacher III     
  Temporary unclassified

6. Your monthly salary income is (China Yuan): [Single-choice] \*

- >1500     
  1500-2300     
  2301-3100     
  3101-3900  
 3901-4700     
  4701-5500     
  >5500

7. Your education before you joined the workforce: [Single-choice] \*

- Junior high school       High school or junior college       College       Bachelor's degree       Graduate students

8. Your current highest level of education: [Single-choice] \*

- High school       College       Undergraduate       Postgraduate

9. Your major at the time of obtaining your current degree: [Single-choice] \*

- Pre-school education       Music       Fine arts       Sports       Other

10. Your educational institution area belongs to: [Single-choice] \*

- City       County town       Rural

11. The level of your educational institution is: [Single-choice] \*

- Provincial demonstration educational institution       Municipal demonstration educational institution       First class educational institution       Secondary educational institution       Permission to operate the educational institution

12. The class you are teaching: [Multiple Choice] \*

- Childcare class       Primary class       Middle class       Large class  
 Mixed age Class       Pre-school       No

13. Your current position: [Single-choice] \*

- A. Director B. Deputy director C. teacher (please skip to question 42) D. Caregiver (please skip to question 42)

## 2. Current state of personnel management (Principal questionnaire)

The following items describe the characteristics or behaviors you may exhibit in the personnel management of educational institutions as a director, please choose the most appropriate option according to your actual situation. Where: 5=Totally consistent; 4=Generally consistent; 3=Half-and-half; 2=Generally inconsistent; 1=Totally inconsistent.

14. Be able to master the national education policy and related laws and regulations, and be familiar with the policies related to education. [Single-choice] \*

- Totally consistent       Generally consistent       Half-and-half       Generally inconsistent       Totally inconsistent

15. Organize experts, staff, parents, and others to participate in the development of educational institution development plans. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

16. Establish all for the sake of young children, the preservation of teaching as the center of the garden style, teaching style. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

17. Focus on promoting the philosophy of the school to parents and gaining support. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

18. Pay attention to the creation of educational institution environment, and play the role of environmental education. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

19. Focus on recommending excellent spiritual and cultural works and classic books for young children to teachers. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

20. Insist on putting the safety and health of young children first. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

21. Be able to provide professional evaluation and guidance on the educational philosophy and behavior of teachers. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

22. Be able to go into the classroom to guide nursery education activities and give constructive feedback. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

23. Be able to focus on the physical and mental health status of teachers. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

24. Support teachers to participate in professional training and further studies. [Single-choice] \*

Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

25. Be able to develop professional development plans appropriate to different levels of teachers.

[Single-Choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
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26. Be able to anticipate and skillfully handle various conflicts in the garden. [Single-choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
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27. Be able to establish rules and regulations that are practical, clear and reasonable for the park.

[Single-choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
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28. Failure to pay enough attention to condense the strength of organizational culture construction, and failure to encourage various forces to participate in the construction of organizational culture.

[Single-choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
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29. Involve the staff in personnel management and decision-making, and implement democratic management. [Single-choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
---	---	-------------------------------------	---	---

30. Encourage and organize teachers and students to participate in community welfare activities.

[Single-choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
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31. Good at soliciting social resources outside the school for educational institution development.

[Single-choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
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32. Focus on using information media and other means to achieve multi-channel home communication. [Single-choice] \*

<input type="radio"/> Totally consistent	<input type="radio"/> Generally consistent	<input type="radio"/> Half-and-half	<input type="radio"/> Generally inconsistent	<input type="radio"/> Totally inconsistent
---	---	-------------------------------------	---	---

33. Attach importance to condense the strength of organizational culture construction, and encourage teachers, society, families, and children to actively participate in the construction of organizational culture. [Single-choice] \*

- Totally consistent     
  Generally consistent     
  Half-and-half     
  Generally inconsistent     
  Totally inconsistent

34. The educational institution has a low turnover rate and stable staff over time. [Single-choice] \*

- Totally consistent     
  Generally consistent     
  Half-and-half     
  Generally inconsistent     
  Totally inconsistent

35. Number of years you have held your current position: [Multiple Choice] \*

- 0-2 years     
  3-5 years     
  6-10 years     
  10 years or more

36. Have you attended any training on the qualifications of the director before you formally took up the post: [Single-choice] \*

- Yes     
  No

37. Do you think that coming from a non-education background has any influence on working as a director: [Single-choice] \*

- No effect     
  Have a little impact     
  Has a great impact

38. During your tenure, have you participated in any relevant training for directors: [Multiple Choice] \*

- Never attended     
  Sometimes attend     
  Frequent participation

39. Regarding the living conditions of faculty members, do you think: [Single-choice] \*

- Should try to solve their problems     
  Work and life should be separated     
  Life should give way to work

40. (Multiple choice possible) Important factors that you think can play a positive role in personnel management are: [Multiple choice] \*

- The director's personality     
  Director's expertise and competence  
 Increase the salary and benefits of teachers     
  Perfect daily regulation management system  
 Harmonious interpersonal relationships     
  Good incentive mechanism  
 Clear and reasonable penalties

41. (Multiple choice) The most important difficulty or obstacle you encounter now in personnel management: [Multiple choice] \*(Please finish your answer after you fill in this question)

- teachers are not highly motivated to work and have insufficient motivation for professional development     
  High turnover of teachers  
 Frequent inspections by higher authorities and cumbersome administrative affairs     
  Interpersonal disharmony  
 Financial running difficulties     
  Inadequate daily management system

- Their professional knowledge and management skills need to be improved
- Professionalism of teachers needs to be improved

## 2. Current state of personnel management (Faculty member questionnaire)

The following items describe your own experience as a teacher in the course of your work, please choose the most appropriate option according to your actual situation. Where: 5=Totally consistent; 4=Generally consistent; 3=Half-and-half; 2=Generally inconsistent; 1=Totally inconsistent.

14. Be able to implement the Party and national education policies and comply with education laws and regulations. [Single-choice] \*

- Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

15. Be able to participate in the development planning of the educational institution. [Single-choice] \*

- Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

16. Insist on putting the safety and health of young children at the forefront of their work. [Single-choice] \*

- Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

17. Be able to participate in the personnel management of the day-to-day affairs of the educational institution. [Single-choice] \*

- Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

18. Within the past year, there are out or online to participate in professional training, and further study experience. [Single-choice] \*

- Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

19. Master the characteristics and laws of physical and mental development of young children of different ages and the strategies and methods to promote the overall development of young children. [Single-choice] \*

- Totally consistent     
 Generally consistent     
 Half-and-half     
 Generally inconsistent     
 Totally inconsistent

20. Focus on the use of information media and other means to achieve multi-channel home communication. [Single-choice] \*



- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
21. educational institutions have regularly organized teaching and research activities. [Single-choice] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
22. Get a sense of accomplishment in the work itself. [Single-choice] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
23. Failure to play a leading role in the construction of organizational culture. [Single-choice] \*
- Totally inconsistent      ○Generally inconsistent      ○Half-and-half      ○Generally consistent      ○Totally consistent
24. In the workplace, colleagues are able to help each other and live in harmony. [单选题] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
25. Have developed their own professional development plan in their work. [Single-choice] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
26. The existing daily regulations and personnel management system of the educational institution is clear and reasonable. [Single-choice] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
27. Be familiar with the safety emergency plan of the educational institution and master the basic methods of safety protection and rescue of children. [Single-choice] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
28. Be able to play a leading role in the construction of organizational culture. [Single-choice] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
29. The existing salary and benefit system of the educational institution is clear and reasonable. [Single-choice] \*
- Totally consistent      ○Generally consistent      ○Half-and-half      ○Generally inconsistent      ○Totally inconsistent
30. Agree that hands-on activities such as exploration and interaction are the most important ways for young children to learn. [Multiple Choice] \*

○Totally consistent      ○Generally consistent      ○Half-and-half consistent      ○Generally inconsistent      ○Totally inconsistent

31. Be able to develop a plan and a specific program of activities for the phase of educational activities in their class. [Single-choice] \*

○Totally consistent      ○Generally consistent      ○Half-and-half consistent      ○Generally inconsistent      ○Totally inconsistent

32. Frequently use the resources of the family and community for educational activities. [Single-choice] \*

○Totally consistent      ○Generally consistent      ○Half-and-half consistent      ○Generally inconsistent      ○Totally inconsistent

33. Emphasis is placed on establishing a mechanism of cooperation between home and family by means of open days for parents and parent-child activities. [Single-choice] \*

○Totally consistent      ○Generally consistent      ○Half-and-half consistent      ○Generally inconsistent      ○Totally inconsistent

34. Pay attention to the creation of classroom environment and play the role of environmental education. [Single-choice] \*

○Totally consistent      ○Generally consistent      ○Half-and-half consistent      ○Generally inconsistent      ○Totally inconsistent

35. (Multiple choice) Which of the following types of qualifications have you currently obtained: [Multiple Choice] \*

Teacher Certification     Caregiver Certificate     Primary and secondary school teacher qualification     Temporarily did not obtain the above certificates

36. Do you think educational institutions should "use play as the basic activity" means: [Single-choice] \*

○All activities are in the form of games      ○The game activities take up the most time      ○Play is the most suitable activity for young children

37. In response to the "child abuse cases" in other educational institutions, do you think: [Single-choice] \*

○Understandable      ○Never allow      ○Difficult to understand

38. Which aspect of your educational institution's motivation mechanism is mainly biased: [Single-choice] \*

○Position promotion      ○Daily allowance      ○Excellent employee evaluation      ○How much workload

39. (Multiple choice) Your educational institution pays for you: [Multiple choice] \*

- Pension insurance
- Medical insurance
- Unemployment Insurance
- Worker's Compensation Insurance
- Maternity Insurance
- Housing Provident Fund
- None of the above has been paid

40. (Multiple choice) In your daily work, what are the main sources of stress for you: [Multiple choice] \*

- Benefit package
- A large workload
- Low social status
- Family reasons
- Management system in the garden
- No pressure

41. (Multiple choice) What do you think are the outstanding problems in your educational institution: [Multiple choice] \*

- Teachers are not highly motivated to work and have insufficient motivation for professional development
- High faculty mobility
- Too much extra workload after daily teaching
- Interpersonal disharmony
- Inadequate daily management system of educational institution
- Teacher semester (year-end) performance appraisal and assessment system is unreasonable
- Managers' professional knowledge and management experience are insufficient

### Outline of interview of principal's managerial competence

Interview date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Hello, Principal! Thank you for your precious time today! Today's interview is mainly about the purpose is to understanding the principal's personnel management of educational institutions and providing research materials for improving the principal's managerial competence.

To organize the interview materials, I will tape or record all the content you talked about.

Strictly confidential, thank you for your understanding and support!

1. Can you tell me something about your upbringing? Who was the biggest influence on you during this process?
2. Could you tell me something about your family? Do you think your family influences your work?
3. How did you get into education? Could you tell me about your teaching or administrative experience before you became the principal?
4. What is the development history of the educational institution you work for?
5. In the personnel management practice of educational institutions, which aspect do you think you have done more successfully? Can you give me an example?
6. What qualities do you think play a crucial role in managing the educational institution?
7. When you manage the educational institution, what factors have a great influence on you?
8. How do you deal with your relationship with your teachers? What measures and methods did you use?
9. In the personnel management of educational institutions, in which aspect do you have trouble or feel difficulty?

### Outline of interview for teachers

Interview date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Hello, Teacher! Thank you for your precious time today! Today's interview is mainly about the purpose is to understand the principal personnel management of educational institutions and provide research materials for improving the quality of educational institutions.

To organize the interview materials, I will record or record all the content you talked about.

Strictly confidential, thank you for your understanding and support!

1. How do you feel about working in an educational institution?
2. How would you describe your relationship with your colleagues? Can you give some examples?
3. Are you satisfied with the existing educational institution rules and regulations? Can you give some examples?
4. What do you think of the welfare of the educational institution? Are you satisfied?
5. Can you give some examples of what educational institutions have done well in personnel management?
6. What motivates you to continue to be a teacher in this institution?
7. What problems do you think exist in personnel management at this stage? Do you have any good suggestions?