

LEADERSHIP MANAGEMENT SKILLS OF ADMINISTRATORS' HAPPINESS
KINDERGARTEN SCHOOLS IN SHANGQIU CITY UNDER HENAN PROVINCE

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Abstract: The objectives of this study are as follows:(1) To study the level of leadership management skills of administrators' happiness kindergarten schools in Shangqiu city under Henan province;(2)To compare the leadership management skills of administrators' happiness kindergarten schools in Shangqiu city under Henan province.

This study employed a survey research methodology. The subjects included 203 teachers from Happiness Kindergarten in Shangqiu City, Henan Province, with a sample size of 125 administrators and teachers. The sample size was determined using the Krejcie-Morgan table through simple random sampling. Data collection utilized a five-point scale questionnaire. Statistical methods for data analysis included frequency, percentage, mean, standard deviation, and t-test.

The primary research findings reveal: (1) Leadership management capabilities of administrators' at Happiness Kindergarten in Shangqiu City, Henan Province all aspects at with high level; (2) Comparison leadership management skills of administrators' happiness kindergarten schools in Shangqiu city under Henan province, overall and aspects were different with statistics significant at .05 level

Keywords: Management skills; Managers; Kindergarten

Background and significance of research

As a key institution in this study, Happiness Kindergarten in Shangqiu, Henan province, vividly demonstrates the value of cooperation between leaders and teachers. The research compared management skills among administrators of different kindergartens. With the release of the National Medium-and Long-Term Education Reform and Development Plan (2010-2020), educational reform has entered a critical phase. The development of preschool education is increasingly vital for enhancing national quality, making kindergarten management teams crucial. Rational allocation of educational resources ensures equity and inclusivity in education. This study builds upon Warren G. 's research findings. Bennis's 1960 theory analyzes management issues from multiple dimensions, explores core elements of leadership and developmental theories, providing a theoretical foundation for constructing scientific management strategies.

Research Objectives

- 1.To study the level of leadership management skills of administrators' happiness kindergarten schools in Shangqiu city under Henan province.
- 2.To compare the leadership management skills of administrators' happiness kindergarten schools in Shangqiu city under Henan province, including age, educational level and working experiences.

Research Hypothesis

- 1.Investigate leadership and management skills among different age groups at Happiness Kindergarten in Shangqiu City, Henan Province.
2. Investigate leadership and management skills among kindergarten staff with varying educational backgrounds at Happiness Kindergarten in Shangqiu City, Henan Province.

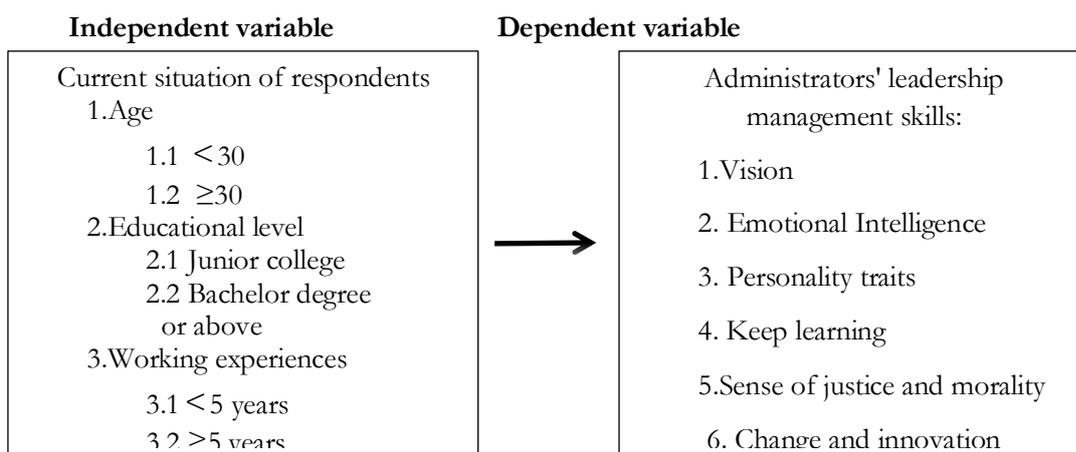
3. Investigate leadership and management skills among kindergarten staff with different years of service at Happiness Kindergarten in Shangqiu City, Henan Province.

Population and Sample Scope

The subjects of the study were 1 principal, 2 deputy deans, 200 teachers, a total of 203 people in Henan happiness Kindergarten.

The sample size was determined as Krejcie and Morgan’s table and obtain via simple random sampling with totaling of 125 people.

Research Framework: The research framework was shown in figure 1



Expected Benefits

- 1.Improve the quality of kindergarten education
- 2.Enhance team cohesion and collaboration
- 3.Promote the sustainable development of kindergartens
- 4.Improve parents' satisfaction and trust
- 5.Enrich leadership theory and practice

Research design

This research was a survey design. The research procedure consisted of 4 steps; (1) to study literature and related research; (2) creation of research instrument; (3) data collection; and (4) data analysis.

Population and Sample

The subjects of the study were 1 principal, 2 deputy deans, 200 teachers, a total of 203 people in Henan happiness Kindergarten.

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Research Instrument

The instruments used in this research were a 5-point rating scale questionnaire. The researcher has divided the instruments to 3 parts as Part 1: The questionnaire about the general information of the respondents, Part 2: The questionnaire of the leadership and management skills of the managers of Happiness Kindergarten in Shangqiu City, Henan Province, And Part 3: Open question

Development Instruments

The development of the research tools was efficient and highly aligned with the research conceptual framework. The researchers followed the following steps when constructing the data collection tools: (1) Conducted in-depth research on how to create based on the concept, reviewed theoretical literature and research papers related to "kindergarten management skills", and formulated the construction rules, format and methods of the questionnaire-style tools. (2) Adopted a successfully developed questionnaire and proposed suggestions to the advisory team to ensure accuracy. (3) Submitted the revised questionnaire to three experts for review and evaluated the content validity through the consistency index between questions: +1 = the question conforms to the given term definition, 0 = uncertain whether it matches, -1 = does not conform to the definition. (4) Recorded each item, and after integrating the opinions of the three experts, adjusted using the objective consistency index (IOC) formula.

Data Collections

The researcher has conducted data collection, in the following:

1. Request permission letter to collect data from the Faculty of Education Bangkok Thonburi University to the teachers who participated in the survey.
2. The Researcher sent via online questionnaires to the samples. For example, Questionnaire Star, Questionnaire Network, etc.
3. Check the data and data collected by the website for completeness and use it for the next step to collect research data.

Data Analysis

The data were analyzed by statistical software packages:

- (1) Analysis of the general data using frequency distribution statistics, and percentage.
- (2) Analyze by mean and standard deviation, and set criteria for interpreting the results as follows: 4.50-5.00 means the highest level of practice, 3.50-4.49 means the high level, 2.50-3.49 means the moderate level of practice, 1.50-2.49 means the low level, and 1.00-1.49 means the lowest level.
- (3) The management skills of kindergarten leaders are introduced through the theory of Warren G. Barnes.

Statistics used to analyze data

This research used statistics as: Frequency, Percentage, Mean, Standard Deviation, and Warren G. Barnes correlation coefficient.

Data Analysis Results

To study was Leadership Management Skills of Administrators in Happiness of Kindergarten schools in Shangqiu City under Henan Province. As shown in table 1.

Table 1: Display the mean, Standard Deviation and level of leadership management skills of administrators' Happiness Kindergarten schools in Shangqiu City under Henan Province were organized in general and in all aspects.

(n = 12)

No.	Leadership management skills of administrators	\bar{X}	S.D.	Level
	Vision	3.88	1.14	high

	Emotional Intelligence	3.89	1.05	high
	Personality traits	3.97	0.99	high
	Continuous learning	3.59	1.20	high
	Sense of justice and morality	3.77	1.22	high
	Change and innovation	3.69	1.14	high
Total		3.79	1.12	high

From Table 1 reveals that the overall and aspects of leadership management skills of administrators' Happiness Kindergarten schools in Shangqiu City under Henan Province, overall were at high level (mean= 3.79). Taking all aspects into consideration, it found that all aspects were at high level. The average value of personality traits was the highest, followed by emotional intelligence, and the average value of continuous learning was the lowest.

Table 2: Comparative Analysis of leadership management skills of administrators in happiness of kindergarten schools in Shangqiu City under Henan Province. Assessment by teachers with different age.
(n = 125)

Leadership management skills of kindergarten administrator	Age				t	Sig.
	< 30years old		≥30years old			
	\bar{X}	S.D.	\bar{X}	S.D.		
1.Vision	3.88	0.52	3.89	0.62	-0.09*	0.92
2.Emotional Intelligence	3.84	0.48	3.94	0.57	-1.05*	0.29
3.Personality traits	3.99	0.35	3.95	0.64	0.43*	0.66
4.Continuous learning	3.55	0.61	3.63	0.59	-0.74*	0.46
5.Sense of justice and morality	3.74	0.57	3.80	0.65	-0.56*	0.58
6.Change and innovation	3.70	0.53	3.68	0.61	0.19*	0.84
Total	3.78	0.51	3.79	0.61	-0.09*	0.62

Statistical significance at 0.05 level

From Table 2: T-test showed that leadership management skills of the administrators' happiness kindergarten schools in Shangqiu City under Henan Province. Assessment by teachers with different age,overall and aspects were different.

Table 3: Comparative Analysis of leadership management skills of administrators' happiness kindergarten schools in Shangqiu City under Henan Province. Assessment by teachers with different educational level.

(n = 125)

Leadership management skills of kindergarten administrator	Educational level				t	Sig.
	Junior college		Bachelor's degree or above			
	\bar{X}	S.D.	\bar{X}	S.D.		
1.Vision	3.73	0.55	4.04	0.59	-3.02*	0.03
2.Emotional Intelligence	3.88	0.52	3.90	0.53	-0.21*	0.83
3.Personality traits	3.95	0.40	3.99	0.59	-0.44*	0.66
4.Continuous learning	3.45	0.65	3.73	0.55	-2.56*	0.01
5.Sense of justice and morality	4.00	0.66	3.54	0.56	4.18*	0.00
6.Change and innovation	3.44	0.62	3.94	0.52	-4.85*	0.00
Total	3.74	0.57	3.85	0.55	-1.15*	0.25

Statistical significance at 0.05 level

From Table 3: T-test showed that the leadership management skills of administrators in happiness of kindergarten schools in Shangqiu City under Henan Province. Assessment by teachers with different educational level, overall and aspects were different.

Table 4 : Work experience: Comparative Analysis of leadership management skills of administrators' happiness kindergarten schools in Shangqiu City under Henan Province.

(n = 125)

Leadership management skills of kindergarten administrator	Work experiences				t	Sig.
	< 5years		≥5years			
	\bar{X}	S.D.	\bar{X}	S.D.		
1.Vision	3.79	0.63	3.98	0.51	-1.84*	0.06
2.Emotional Intelligence	3.69	0.70	4.09	0.35	-4.02*	0.00
3.Personality traits	3.95	0.50	3.99	0.49	-0.44*	0.65
4.Continuous learning	3.27	0.38	3.91	0.82	-5.56*	0.00

5.Sense of justice and morality	3.60	0.55	3.94	0.67	-3.09*	0.00
6.Change innovation and	3.45	0.40	3.93	0.74	-4.48*	0.00
Total	3.62	0.52	3.97	0.59	-3.50*	0.11

Statistical significance at 0.05 level

From Table 4: T-test showed that there were differences in leadership management skills of administrators' happiness kindergarten schools in Shangqiu City under Henan Province in terms of work experience, overall and aspects were different.

Discussion

Based on the research objectives, the discussion will be presented as follows:

In terms of vision, kindergarten managers in Shangqiu City, Henan Province have demonstrated a high level of leadership and management capabilities. As core leaders, kindergarten principals directly influence the quality of education and organizational cohesion through their management abilities, among which vision plays a key role. The research results are consistent with the findings of Huang Jin (2023). In the dimension of emotional intelligence, it is in line with the "emotional control" theory proposed by Zhang Minghua and Li Jingyi (2022) — they believe that kindergarten principals need to cultivate emotional awareness and remain calm under pressure. From the perspective of personality traits, the strong sense of responsibility of managers coincides with the research of Liu Min (2020), who emphasized the control of details and improvement of efficiency in management. In terms of continuous learning, it is consistent with the conclusion of Li Jing and Wang Fang (2023) that only through continuous learning can kindergarten principals keep up with the latest development trends and effectively integrate them into daily operations, thereby improving the quality of education. In terms of a sense of fairness and morality, managers must keep their responsibilities in mind and educate children with upright behaviors, which is in line with the concept of integrity management proposed by Wang Chunyan (2019). In terms of reform and innovation, it is consistent with the view put forward by Michael Fullan (2001) that transformational managers possess foresight and innovative spirit, enabling kindergartens to continuously adapt to the changing educational environment.

From the perspective of age, young kindergarten managers tend to be more receptive to emerging educational concepts and digital management tools. This coincides with the research conclusion of Zhou Xuemei (2015), who found that young managers have more advantages in management capabilities. In contrast, senior managers, relying on years of practical experience, can handle sudden safety incidents more calmly and skillfully. This is consistent with the conclusion of Li Zhiyu, Jia Hongyan, and Zhao Aiyun (2017), who pointed out that managers develop a comprehensive risk awareness through long-term practical experience. In terms of educational background, managers with higher academic qualifications are good at transforming advanced educational concepts into specific kindergarten management systems. This is consistent with Li Hua (2023), who believes that such managers tend to adopt democratic management methods, emphasize teachers' participation in decision-making, and promote the standardization and professionalization of kindergartens. In contrast, managers with lower academic qualifications but rich front-line experience may be more familiar with the details of daily operations in kindergartens, able to provide more practical operational guidance to teachers, and quickly solve specific problems in daily childcare and education. This aligns with Wang Fang (2022), who emphasized that managers with lower academic qualifications are skilled in developing curriculum content based on practical experience that is close to children's life experiences. From the perspective of work experience, it echoes the research conclusion of Li Tong (2019): teachers with less teaching experience hold a more open attitude towards new educational concepts. In contrast, senior managers have formed a mature management style and are well-versed in the institution's work processes. This coincides with Chang Qing's (2018) research, which states that teachers with more than five years of teaching experience will continue to improve their professional literacy.

Recommendations

This study highlights several actionable recommendations to strengthen specific aspects of leadership and management skills in happy kindergartens:

1. Clearly define that the kindergarten takes the all - round development of children as the core goal. Combine the actual situation of the kindergarten and local cultural resources to build a unique curriculum system.
2. Embrace team differences with an inclusive and open nature, activate members' potential through personalized incentives, and build a management atmosphere of complementary collaboration.
3. Teach children to recognize emotions, express feelings, learn to care for others, and build good peer relationships during interactions.
4. Take the lead in delving into cutting-edge preschool education concepts, drive the team to build a learning community, and transform new knowledge into practical capabilities for optimized management.
5. Adhere to fairness and impartiality as management principles, uphold the original aspiration of education in resource allocation and evaluation incentives, and set a moral benchmark for the team.
6. Break rigid management models, encourage the team to try new methods, and use flexible mechanisms to cope with challenges, making innovation a management norm.

Proposals for next research

1. Future research should compare traditional administrative management models with the principal leadership framework in educational environments to highlight the pros and cons of transitioning to the latter.
2. Explore how the principles of principals' leadership management influence teachers' learning experiences, engagement levels, and success rates. Conduct correlation studies between kindergarten leadership behaviors and teachers' professional well-being and teaching innovation capabilities to gain a comprehensive understanding of their impact on the educational ecosystem.
3. Investigate local parents' needs and perceptions regarding traditional cultural education, and develop a "home-school collaboration + regional cultural heritage preservation" management model. Through localization adaptation, digital transformation, and cross-cultural references, ensure that research on leadership skills in Happy Kindergartens achieves both theoretical depth and practical value.

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