

The Administrative Factors Model for Administrators of Kindergarten Schools In Guangzhou City Guangdong Province

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Abstract

The objectives of this research were: 1) to examine the components of administrative for administrators of kindergarten schools in Guangzhou city, Guangdong province 2) to develop administrative factors model for administrators of Kindergarten schools in Guangzhou city, Guangdong province.

The research was a mixed methodology including quantitative research and qualitative research. Population were 303 teachers from 4 kindergarten schools in Guangzhou city, Guangdong Province. The sample size was determined using Krejcie and Morgan's table, obtained by proportional stratified random sampling method, totally 169 teachers. Key informants were 8 administrators from 4 kindergarten schools in Guangzhou city, using purposive sampling method. The research instruments used for data collecting were data record sheets, semi-structure interview form and the 5-points rating scale questionnaire, which had been quality checked. The statistics used for data analysis were descriptive statistics ((frequency, percentage, mean, standard deviation), content analysis and confirmatory factor analysis (CFA).

The research results showed: (1) The administrative factors for administrators of kindergarten schools in Guangzhou city, Guangdong Province consisted of 3 components; Leadership and Vision, Curriculum and Instructional Management, and Human Resource Management (2) Administrative factors model for administrators of kindergarten schools in Guangzhou city, Guangdong Province fitted well with empirical data.

Keywords: Administrative factors of administrators; Kindergarten Schools; Guangzhou; Guangdong Province

Introduction

Chinese education has always emphasized the development of nine-year compulsory education, that is, the first to sixth grades of primary schools and the first to third grades of junior high schools. For pre-school education, for many years, only one-year pre-school classes have been set up, and 5- and 6-year-old children are provided with a year of preparation before entering school. The guidelines of this kind of policy naturally leave blank for the development of kindergartens aged 2-5, so local governments and private institutions provide their own wonderful schools, resulting in the phenomenon of a hundred flowers blooming. Behind the doubling of the number of kindergartens and kindergartens is the sixfold increase in the number of kindergarten teachers. In 2020, the number of kindergarten teachers nationwide will exceed 3 million, which is six times the number of 500,000 kindergarten teachers in 2009. On the other hand, the state's investment in kindergartens will increase significantly from 25.6 billion in

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2009 to about 400 billion in 2020. This increase can be regarded as quite amazing (Zhou, Y., et.al, 2020)

Research Objectives

1) to examine the components of administrative for administrators of kindergarten schools in Guangzhou city, Guangdong province

2) to develop administrative factors model for administrators of Kindergarten schools in Guangzhou city, Guangdong province.

Literature Review

China's Education Modernization Reform 2035 as a national plan for sustainable national development, the State Council (2019) referred to the overall modernization of education to come. And China will step into the position of a great power in education and promote the country to become a great country in learning. Human resources and competency. Therefore, universities need to change the paradigm in driving policies and upgrading management to develop more efficient human resource management. Most importantly, university administrators must implement government policies to be more concrete. China's Education Modernization Plan 2035 sets the direction of education development from competence to efficiency and high quality. And education modernization should support China's modernization. It consists of eight goals: 1) establishing a modern education system; 2) achieving universal participation in quality preschool education; 3) providing quality and balanced compulsory education for children; 4) Achieving maximum attendance in senior high school. 5) Significantly improving vocational education; 6) Creating a more competitive higher education system; 7) providing adequate education to children/youths with disabilities; Reorganize education with participation from the whole society (The State Council, 2019).

Yiming Zhu (2019) pointed with the goal of creating a modern educational system of lifelong learning with the quality of preschool education that is universal balanced compulsory education as well as upgrading vocational education and higher education that are more competitive. Education for people with disabilities should also be improved. so that the education system can better serve society. The 2035 Plan has eight goals: 1) Morality, 2) Total Development, 3) People Orientation, 4) Lifelong Learning, 5) Individual Teaching, 6) Integration of Knowledge and Practice, and 7) Development. Integrated 8) Co-Creation and Sharing. To achieve these goals, the 2035 Plan outlines a number of tasks: improving teacher quality and education infrastructure, reducing inequalities and accessing universal education. Promoting lifelong learning and modernizing the entire education sector with particular emphasis on pre-school and vocational education and training.

Zhou, Y., et.al (2020) mention since December 1, 2010, the Chinese government has attached great importance to early childhood education across the country. In addition to the opening of the two-child policy since 2015, the number of young children, the number of kindergartens, the state funding and the number of early childhood education practitioners in China are all undergoing major changes. First of all, the number of children in kindergartens nationwide was 26.58 million in 2009, but it has increased to 40.5 million in 2014. By 2020, the number of children in kindergartens will climb to about 55 million. In a decade or so, the increase more than doubled. In terms of the number of kindergartens, the total number of kindergartens has not only doubled, but has risen from 138,000 kindergartens in 2009 to

300,000 kindergartens in 2020. The important change is that the number of class sizes in many kindergartens continues to decrease, in order to improve the quality of teaching. Which is an important administrative factor in driving the management policy of administrators that affects the performance of school teachers who must give importance to teaching quality and learning management considering the education policy from the central government. In the daily routine and teaching of kindergartens, administration has a guiding role. In China's kindergartens, administrative management plays a decisive role in teachers' attention and decision-making orientation in the teaching process (Liu et al., 2021). Many kindergartens in mainland China, the administration will pursue advanced teaching concepts, teaching strategies and teaching models and methods as the goal, hope that teachers through teaching behavior, to help students in early childhood to achieve comprehensive and healthy development goals (Zhou et al., 2020),

However, the success of leadership at early childhood schools is not only based on leaders, but also depends on teachers' profession and commitment to the leaders' vision and value. Some problems are revealed by some studies: (1) administrative objectives set are far from the actual (Yang & Lim, 2020); (2) teacher's professional development level and the administrative goals are unequal (Cobbold & Boateng, 2016); and (3) teaching process is full of the yield of corresponding test culture and pragmatism, following empiricism, stubbornly self-proclaimed (Xia et al., 2022).

Thus, this research adopts perception reflected by teachers to investigate the administrative factors of administrators to provide a glance at their correlation based on evidence. From the perspective of leadership function, the cultural leadership of the administrator (principal) is a kind of influence from the organization (School) or individual culture. The leadership of the principal is the result of the collective interaction between the principal and the kindergarten he leads, which mainly comes from the influence of organizational culture and personal culture. From the perspective of leadership environment, the cultural leadership of the principal is an inherent cultural innovation ability. The leadership environment has the characteristics of plasticity, the principal can change the leadership environment, and then have a direct effect on the leadership activities. From the perspective of leadership value, the cultural leadership of the principal is a strong inner drive and spiritually oriented cultural self-confidence.

Research Methodology

This research apply the mixed methodology, including qualitative and quantitative research. For studying the components of administrative factors, the researcher studied the concept and theory by reviewing literature and interviewing the experts. In developing administrative factor model, the researcher used quantitative research using confirmatory factor analysis.

Population and Sample

The population of this research were Population were 303 teachers in 4 kindergarten schools in Guangzhou city, Guangdong province.

The sample size was determined using Krejcie and Morgan's table and obtained by stratified random sampling method, with a total of 169 teachers.

Research Instruments

The instruments of this research were.

1. Semi-structure interview form interviewing 8 key informants which were administrators in the field of administration from 4 kindergartens in Guangzhou city, Guangdong province.
2. The 5-points rating scale Questionnaire which were dividing in to 2 parts
Part 1; Basic information of the respondents
Part 2 Administrative factors of administrators in kindergarten schools in Guangzhou city, Guangdong province.

Developing the Questionnaire

Content Validity, doing Index of item-objective congruence (IOC) using the criteria of 0.6 and above.

Reliability, doing try out with the small group (30 teachers) with are the same group as the sample but not the sample. Using alpha coefficient by Cronbach's alpha coefficient, the reliability of this questionnaire was 0.95.

Data collection

Data were collected by sending 169 questionnaires to the sample both directly and through online platforms. Computer programs were used to collect and organize the questionnaire data to create the research database.

- 1) The researcher requests a letter from Faculty of Education, Bangkok Thonburi University for assistance in collecting data with the sample group.
- 2) The questionnaires were collected both directly with the sample and send questionnaires via online platform, and the questionnaires return 100%

After data collection, the statistics used for data analysis were descriptive statistics (frequencies, percentages, means and standard deviations), and the statistics used for developing the model was Confirmatory Factor Analysis (CFA).

Research Conceptual Framework

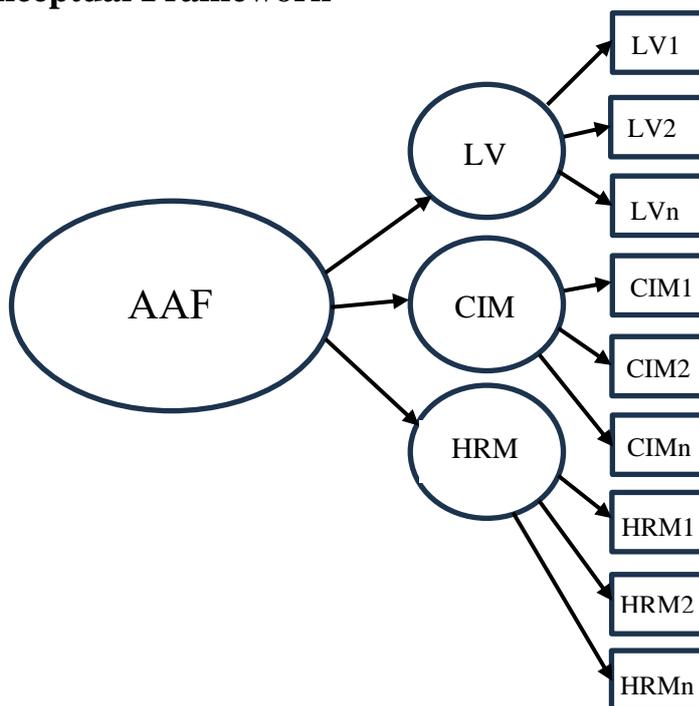


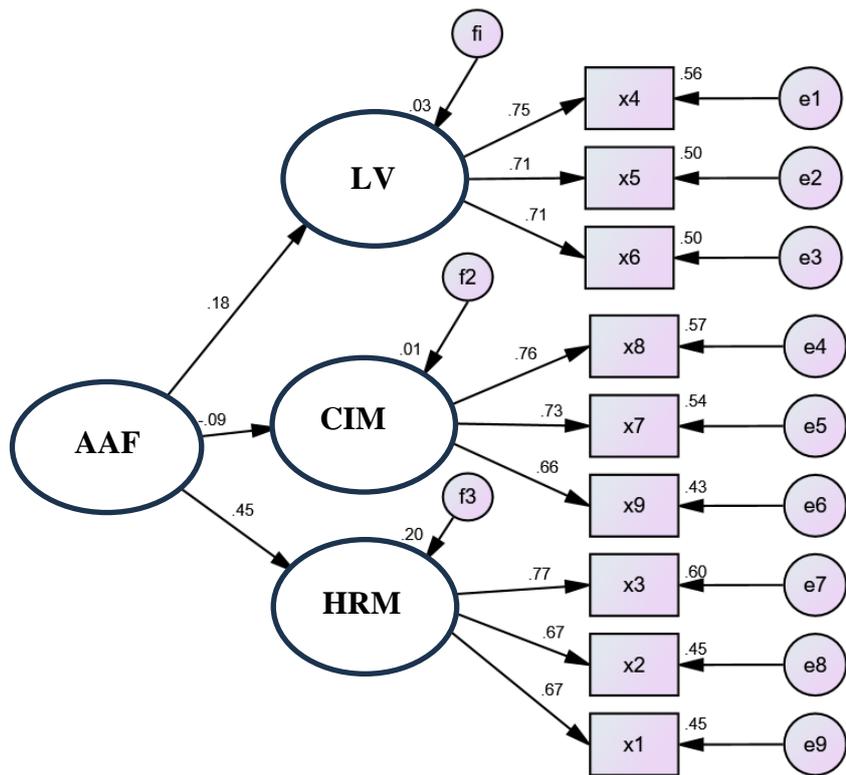
Figure 1: Research Conceptual Framework

AAF = Administrator’s administrative factors
 LV = Leadership and Vision
 CIM = Curriculum and Instructional Management
 HRM = Human Resource Management.

Research Results

The research result revealed that:

- 1) The administrative factors for administrators of kindergarten schools in Guangzhofou city, Guangdong Province consisted of 3 components;
 - Component 1: Leadership and Vision
 - Component 2: Curriculum and Instructional Management
 - Component 3: Human Resource Management.
- 2) Administrative factors model for administrators of kindergarten schools in Guangzhofou city, Guangdong Province was as follow:



Chi-square =19.440, Relative Chi-square=.810, df =24, p=.728,
 GFI =.978, AGFI =.959, CFI =1.000, BIC =130.281, RMSEA =.000

Figure 2: The second order of administrative factors model for administrators of kindergarten schools in Guangzhofou city, Guangdong Province

From Figure 2 the results of the second order by CFA. The following confirmative index values were obtained: Relative Chi-square (χ^2/df) = 0.062, Chi-square (χ^2) = 19.44, Degree of Freedom (df) = 24, p-value = .728, Goodness of Fit Index (GFI) = 0.978, Adjusted goodness of fit index (AGFI) = 0.959, Root Mean Square Error of Approximation (RMSEA) = 0.000. By this evaluate index meet the specified criteria, Relative Chi-square (χ^2/df) < 2 (Diamantopoulos, A. et al., 2000; Schumacker, R. E. and Lomax, R. G., 2010), $p > 0.05$, GFI, CFI ≥ 0.95 and RMSEA ≤ 0.05 (Jöreskog and Sörbom, 1996; Diamantopoulos, A. et al., 2000; Fan and Sivo, 2009; Hair et al, 2010, Poonpong Suksawang, 2020). That means this model fitted well with empirical data.

Discussion

1. (Main findings of objective 1) The administrative factors of administrators of kindergarten schools in Guangzhou city, Guangdong province include 3 factors; Leadership and Vision, Curriculum and Instructional Management, Human Resource Management. The results of this study are consistent with the research of Liu Song (2012: 24). His research found that strengthening human resource management can improve universities management efficiency. The results show that: how to solve the current disadvantages in the resource management of school, the concepts and methods of human resource management in colleges and universities should be changed and innovated, the concept of people-oriented should be implemented and implemented, the development and management process of human resources in school should be strengthened. In addition, the research results of this study are consistent with the research direction of Cui Dongyan (2016). The research results are: the problems in the administrative management of universities need to do the following: Transform government functions and strengthen macro-control. The government should play a macro role in the construction and development of school and provide corresponding policy guidance for the development of school. Corresponding to the research of Shen Jian (2014), it is proposed to improve the ability of principals and create new modern school leaders. As a school leader, clarify the transparency and fairness of policy formulation and improve leadership effectiveness.

2. (Main Findings of Objective 2) Administrator's administrative factor model for of kindergarten schools in Guangzhou city, Guangdong Province fitted well with the empirical data. The value orientation of modern education is to pursue the all-round development of people, emphasizing the development of individual cognition and ability, Humanistic values. Encouraging the sharing of resources and the development of digital information and communication technologies. In addition, the results of this study are consistent with the research direction of Zhao Wei (2021), discussing the interdisciplinary research of school in the context in promoting the continuous and integration of school subject knowledge, the integration of teaching and education, the integration of classroom learning and social experience, and strive to create a new liberal art that is upright and innovative development path, to complete the mission of educating people entrusted by the times.

For the finding of this research, the researcher synthesizes into mind map as in figure 3

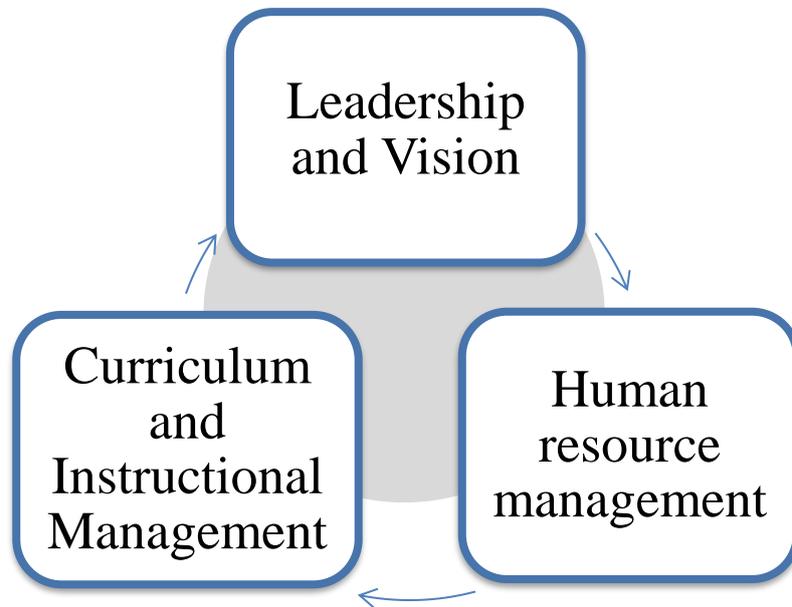


Figure 3: Administrator's administrative factor model for of kindergarten schools in Guangzhofou city, Guangdong Province

Recommendations

Researcher divided the recommendation into 3 levels of adopting the result of this research in implementing as follow:

1. Recommendation for Policies Formulation
 - 1) Administrator set up for specific policy and strategy to development of administrative factors of administrators of Kindergarten schools include; Managerial aspect, Teaching and learning aspect
 - 2) The development of high school, the promotion of teaching, the theoretical depth of organization formation, the imperative of the national public service system, and the strengthening of national culture.
 - 3) Strategy plan for educational reform and development of student's engagement at a perfect school in high performance.
2. Recommendation for Practical Application
 - 1) Enhance teacher's competency and improving quality of teaching
 - 2) Strengthen the work of creation and strengthen the construction of student engagement
 - 3) Strengthen the scientific nature of the discipline, optimize resource allocation and hardware support, strengthen environmental construction, and increase the living and learning space for teachers and students
 - 4) Improve the teaching network system, and further develop the digital teaching.

3. Recommendation for Further Research

1) Further in-depth research on the relevant research on the administration management of school, sorting out relevant domestic and foreign literature and successful cases, and more accurately and in-depth research on factors of the administrative management of school.

2) In future research, the population sample size and scope of the questionnaire survey will be expanded to make the research more population and sample.

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