

GUIDELINDS FOR DEVELOPING MORAL LEADERSHIP OF
KINDERGARTEN STAFF IN GUIZHOU PROVINCE

LUO KAI

A thesis paper submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration

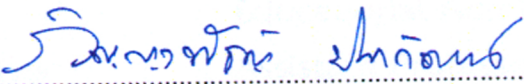
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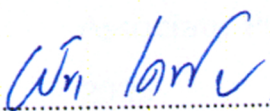
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Thesis Title Guideline for Improving Moral Leadership of Kindergarten Staffs in Guizhou Province

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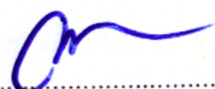
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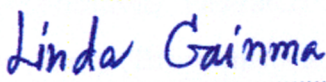

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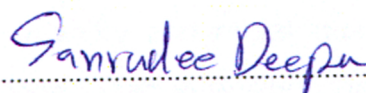

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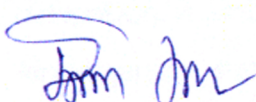
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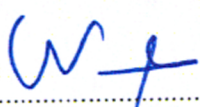

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ABSTRACT

The purposes of this research were: 1)To study the structural dimensions of moral leadership of kindergarten staff in Guizhou province; 2)To investigate the current situation of moral leadership of kindergarten staff in Guizhou province; 3)To provide the guidelines for improving moral leadership of kindergarten staff in Guizhou province; 4)To evaluate the adaptability and feasibility of guidelines for improving moral leadership of kindergarten staff in Guizhou province. The sample group in this research included kindergarten staff were selected by random sampling, with a total of 310 staff as representatives. Research instruments were questionnaire, interview form and evaluation form. The statistics used to analyzed the data mainly were mean value and standard deviation.

The results were found that: 1) The basic connotation of moral leadership of kindergarten staff in Guizhou province including humanitarian care, fairness and justice, professional morality and moral quality; 2) The current situation of moral leadership of kindergarten staff in Guizhou province is high, but the implementation level of each dimension is unbalanced; 3) The guidelines for improving the moral leadership of kindergarten staff divided into four dimensions, which including 4 aspects, contain 24 measures; 4) the adaptability and feasibility of the guidelines for improving the moral leadership of kindergarten staff are at the highest level in 4 aspects.

Keywords: moral leadership, guidelines, kindergarten staff.

ชื่อเรื่อง	แนวทางการพัฒนาภาวะผู้นำแบบจริยธรรมของบุคลากร โรงเรียนอนุบาลในมณฑลกุ้ยโจว
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาองค์ประกอบของภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาลในมณฑลกุ้ยโจว 2) เพื่อศึกษาสภาพปัจจุบันของภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาลในมณฑลกุ้ยโจว 3) เพื่อเสนอแนวทางการพัฒนาภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาลในมณฑลกุ้ยโจว และ 4) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาลในมณฑลกุ้ยโจว กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ บุคลากรโรงเรียนอนุบาล จำนวน 310 คน โดยการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสัมภาษณ์แบบกึ่งโครงสร้าง 2) แบบสอบถาม 3) แบบสัมภาษณ์แบบกึ่งโครงสร้าง และ 4) แบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) องค์ประกอบของภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาลในมณฑลกุ้ยโจว ประกอบด้วย การดูแลด้านมนุษยธรรม ความเป็นธรรมและความยุติธรรม จริยธรรมในวิชาชีพ และระดับคุณภาพจริยธรรม 2) สภาพปัจจุบันของภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาลในมณฑลกุ้ยโจว โดยภาพรวมอยู่ในระดับสูง แต่ระดับการดำเนินงานในมิติต่าง ๆ ยังไม่มีความสมดุล 3) แนวทางการพัฒนาภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาล ประกอบด้วย 4 ด้าน รวมทั้งสิ้น 24 มาตรการ 4) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำแบบจริยธรรมของบุคลากรโรงเรียนอนุบาลทั้ง 4 ด้าน อยู่ในระดับสูงสุด

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Lu oKai

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Chapter 1

Introduction

Rationale

Moral leadership is a new concept in the vision of international education management. Moral leadership emphasizes implicit values, and attaches importance to the long-term cultivation of values in the concept of leadership. Moral leadership not only pays attention to people's material interests, psychological needs and motivations, but also pays attention to people's morals and beliefs. Moral leadership advocates the realization of leadership with the power of culture in the way of leadership. School is a cultural organization, and leaders do not always rely on position power to lead by controlling members. Leaders should create school culture, lead people to devote themselves to the cause, and enable teaching staff to set goals and manage themselves. Therefore, the moral leadership advocates that the school should be built into a moral community. The school should not only organize teaching and transfer knowledge, but also go beyond the "factory" management to form a "community" mechanism and atmosphere. In the community, students, teachers and parents are united voluntarily through shared values. They have common beliefs and commitments. The consciousness of each member has changed from "I" to "we". Moral leadership has important reference value and significance for today's school reform, and it is an enduring power to promote school development.

From the reform and opening up to the present, China's society has undergone a profound transformation. As an important part of the social structure, schools have been greatly influenced by the concept of market economy. In a long period of time, efficiency, function, technology and economic principles have become the dominant value pursuit of schools. Principals, educational administrators and even teachers believe that only the pursuit of "scientific management" is never stopped, to build an ideal school. Especially in the new century, education reform has encountered new challenges. Schools have never

faced such severe public supervision as today. From the issue of fees to the issue of education equity, from the spiritual outlook of teachers to the cultivation of students' innovative ability, there are many voices of concern about what social responsibilities the school should undertake, which has aroused strong concern about the theme of "the purpose of educating people in schools" and "education to the satisfaction of the people". As for the process of China's education reform over the years of reform and opening up, achievements and problems coexist. Although education should adapt to the development of economy and society, it is necessary to introduce market economic mechanism into the field of education in a certain historical stage. However, what we should see more is that high-quality education needs the guidance of the concept of sustainable development. In the new historical period, the school environment has undergone profound changes to some extent.

Realistic Background

Politics Moves Closer to Mainstream Civilization

For Chinese society, politics is always the most important of the three basic factors of politics, economy and culture that affect social development. In the context of globalization today, whether it is the international border issue at war or the trade dispute at stake, people have stressed the need to mobilize all the health factors of human civilization and solve the problem by means of "mediation" and "peace talks". The measure of political civilization has broken through national boundaries and has the trend of world reunification. Since the reform and opening up, the achievements of China's economic system reform are obvious to all. In a sense, this achievement is the success of political reform. From "class struggle" and "revolutionary line" to "reform and opening up" and "economic construction", the mainstream of political life is basically closely related to "harmonious development", "balanced development" and "ecological civilization". On China's political changes in recent years, According to Yu Keping, a scholar, "modern political values such as freedom, equality and human rights are increasingly popular; the consciousness of democracy, rule of law and rights is gradually strengthened;

the party and the country are beginning to be moderately separated; civil society is beginning to emerge; the establishment of a country ruled by law is the goal of political development; the scope of direct elections and local autonomy is expanded; the government and enterprises are separated; and the political environment has become relatively loose." (Yu Keping, 2011) The political program of advancing with the times is in line with the law of social and historical development. In a sense, the governance program of "taking economic construction as the center" has fulfilled its historical mission, and now is the time to emphasize sustainable development. Although from a historical perspective, a strong economy can promote the development of politics, culture and other aspects of society. However, focusing on economic construction does not mean that the economy is the only one. Over the years of reform and opening up, the social strata and interest groups have presented a complex and volatile trend. Over-economization and performance-based have also generated a large number of worrying social phenomena. At the same time, the rapid growth of material wealth has also accumulated a number of "developing" problems and contradictions, including the expansion of social differences, individual and public corruption, the officials' bad view of political achievements, the deterioration of the ecological environment, the impetuous mentality of the crowd, and so on. In order to cope with the complex pattern, straighten out social relations, and overcome the deviations and problems in the development process, the new Chinese leaders put forward the "Scientific Outlook on Development", and then put forward the goals of "building a harmonious society", which means that the major task of the current country is the coordinated development of social economy, politics, culture and ecology. The construction of a harmonious society includes the value goals of going to the world: an ideal society, a pluralistic society, a cooperative and tolerant society, a democratic and good governance society, a society of order and law, a fair society, a society of integrity, and a society of sustainable development. Central leaders have repeatedly pointed out in their speeches that efforts should be made to achieve "comprehensive, coordinated and sustainable development". At present, China's emphasis on the government's public service responsibility, the strength of opening

up information to the people, the concern for the welfare of vulnerable groups, and the firm will to punish corruption all show that it is increasingly conforming to the mainstream of human political civilization. Chinese society has entered an important stage of "harmonious development". At this stage, the main proposition is to build a harmonious society, a learning society and an innovative country in an all-round way. With the guidance of political view, school leaders understand that the significance of leadership today has gone beyond the scope of "economization" and "digitalization" in the past, and its emphasis on human value, emotion and dignity has taken on the meaning of mainstream political civilization.

People Earn for a More Meaningful Life

The current development speed of Chinese society has exceeded the pace of development in the past few hundred years. Taking highway construction as an example, China has completed 40 years of highway construction mileage in developed countries within 10 years, followed by a large scale of investment attraction, and carried out various major projects and projects that help improve people's living standards and social and economic development. These projects have improved the people's living standards, but also exposed many social problems, such as the "food safety" event disclosed by the major media, which indirectly reflects the current moral crisis of enterprises. When the short-term behavior of eager for quick success and instant benefit prevails, and the development zones and the growing industrial output value all over the country require people to pay the price of health and life safety, should people reconsider the value and goal of social development? People are not tools to make profits. Life without "care", "help" and other humanistic care is not a shiny life. To some extent, the social environment we live in is the same as the natural environment, which has been polluted for many years. Those who are driven by interests are indifferent to the suffering of others. However, we have realized that a lack of warmth and integrity of the environment is not suitable for life. Therefore, more and more people are beginning to discuss corporate ethics and analyze the beliefs of the times. People are eager for a meaningful life. They do not want their space to be occupied by endless work tasks and highly intense competition. Especially in the

field of education, the topic of psychological burden of students and teachers always gets people's deep sympathy. People expect that today's leading schools will not only have a leading enrollment rate, and we should be an example of "moral wisdom". The spirit of "benevolence, responsibility and self-improvement" has become the model of this era. He is no longer a moral hero symbolically established in the era of political prevalence. The leader of this world must be a person with a very clear moral self, a strong sense of social responsibility, self-management and unity.

The School Began to Attach Importance to the Construction of Organizational Culture

The culture of a school is a topic of social concern. Being in two different schools, we can quickly distinguish them because of their cultural differences. We understand the school culture in the behavior of teachers and students, interpersonal relationships, the atmosphere inside and outside the classroom, and the expression of rules and regulations. We can feel that school culture has become the internal driving force of school development by stimulating people's initiative to create. When the reform and development of school management needs to inject a new force, the power of culture has aroused the general attention of school administrators. All the achievements created by the school can be stable only if they are accumulated into an organizational culture, and can be protected in the inheritance of teachers and students from generation to generation, and become an important capital for the sustainable development of the school. For example, each school has a different focus on building a cultural brand. As a model school that has absorbed a large number of top students, Beijing No. 4 Middle School in China advocates "student independent development and harmonious development"; Jucheng Primary School, located in towns and townships in Guangdong Province, China, has established a rich target system based on the characteristics of primary school students and their material and cultural construction, including the site culture, living area culture, classroom culture and even bathroom culture. School leaders have been strongly aware that the importance of cultural construction is a deep level of school management. The construction of school culture plays an

important role in improving the quality of education, improving the reputation of running a school and forming the characteristics of the school.

New Requirements of School Environment for Educational Leaders

The long-term accumulation of social and cultural standards has led us to believe that the school is good or bad based on its academic performance and how many students are admitted to university. Although from a historical point of view, technologist management, as a kind of transcendence over experience management, has brought great changes to our school, which has rapidly restored vitality after the devastation of the "Cultural Revolution", and also expanded the function of school knowledge production. But is progress in the sense of technology at the expense of other more important things? When our eyes are constantly filled with those "alienated" phenomena, do we also have a little reflection in the sense of humanity? A teacher once was puzzled by the "digital" evaluation activities that are now widely carried out in schools: when a school carries out evaluation and inspection, the school, from leaders to general staff, and even students, are working overtime to carry out a large-scale "data construction" campaign day and night. I'm afraid that the data of national mobilization and base height brought by "crazy for evaluation" are not false, which often makes it difficult for us to correctly evaluate the real development of a school. Without the foundation of honesty, the operating cost of any enterprise will be greatly increased. What is more disturbing is that this completely instrumentalized behavior inevitably affects the moral education of minors. Entering today's campus, you will find such a strange phenomenon. The campus is very quiet everywhere, and there are many students who are immersed in hard work. It is very difficult to see students playing and playing, and it is hard to hear playing table tennis, playing football, the joyful cry when playing play badminton, and so on. Today's campus is very quiet, quiet as if entering a cold temple or church. Therefore, educational leaders have to attach great importance to "score worship" in schools. People call for attention to "fractional poverty", which may make our children suffer the same as economic poverty. From the perspective of the law of moral development, many young students should be a "good child". They have a sense of family responsibility and are strict with themselves. But since

when has our school become the "base of training and examination champion", and the school's implicit culture has taken grades and scores as the only measure. No matter how hard many students work, their academic performance is not ideal. The competition in school ignores the concern for these children. Children's excessive psychological pressure and behavioral biases are largely due to managers' lack of value care for students. Therefore, leaders should be those who prioritize individual value goals in order to better promote students' all-round growth.

Through relevant literature research, it has been found that China's research on moral leadership, especially its attitude towards Western moral leadership theories, is either completely negated or absorbed. The former actually treats cultural issues with a rigid perspective, while the latter actually adopts an indifferent attitude towards cultural differences - it can be said that we still lack in-depth exploration of this topic. What is the main focus of Western moral leadership thought? In what aspects are moral leadership in Chinese schools influenced by traditional culture? Which of these moral leadership ideas are suitable and worth learning from in the context of the new era? In this regard, we must address several issues. Firstly, in the new era, our concept of moral leadership remains inconsistent, and there are significant differences in operational definitions. The concept of moral leadership based on local culture still lacks a clear and complete definition. At the same time, although a series of theoretical and empirical studies have been conducted on moral leadership both domestically and internationally, and certain results have been achieved, the exploration of model construction for moral leadership is still insufficient. The exploration of the content structure of moral leadership and the development of measurement tools in the field of school moral leadership are lagging behind; In addition, from the perspective of research subjects, previous studies have mostly been limited to the fields of enterprises and primary and secondary schools, lacking attention to the preschool field. Especially in today's emphasis on high-quality development of education, studying the moral leadership of kindergarten staff is particularly important for the development of kindergarten education in China.

Research Questions

1. What is the structural dimensions of moral leadership of kindergarten staff?
2. What is the current situation of moral leadership of kindergarten staff?
3. What is the guidelines for improving the moral leadership of kindergarten staff?
4. Are the guidelines for improving the moral leadership of kindergarten staff in adaptability and feasibility?

Research Objectives

1. To study the structural dimensions of moral leadership of kindergarten staff in Guizhou province;
2. To investigate the current situation of moral leadership of kindergarten staff in Guizhou province;
3. To provide the guidelines for improving moral leadership of kindergarten staff in Guizhou province;
4. To evaluate the adaptability and feasibility of guidelines for improving moral leadership of kindergarten staff in Guizhou province.

Scope of the Research

Population and the Sample Group

Population

The kindergarten staff in this study are mainly aimed at the kindergarten staff in Guizhou Province, including Guiyang, Zunyi and Kaili areas, with a total of about 1520 people.

Sample group

Kindergarten staff in all regions were selected by random sampling, with a total of 310 staff as representatives.

The Variables

Independent Variable

Independent variables include gender, major, educational level,

working years, professional title, and kindergarten size. Specific indicators of independent variables are as follows:

1. Gender is divided into male and female;
2. Age is divided into 18-25 years old, 25-35 years old, 35-45 years old, 45-55 years old, Over 55 years old;
3. Major is divided into preschool education and non-preschool education;
4. The educational level is divided into junior high school and below, senior high school, junior college, undergraduate, master's degree and above;
5. The working years are divided into 1 year or less, 1 to 3 years, 3 to 5 years, 5 to 10 years, 10 years or more;
6. The professional titles are divided into five levels: not assessed, three levels, two levels, one level and senior level;
7. The kindergarten size is divided into 3 to 6 classes, 7-12 classes, 13-18 classes, and more than 18 classes;

Dependent Variables

The moral leadership of kindergarten.

Advantages

1. Summarize the basic characteristics, structural elements and value orientation of Kindergarten Moral Leadership, form the structural model of Kindergarten Moral Leadership, and enrich the research connotation of moral leadership;
2. To teachers, take kindergarten leaders as the main research object, which can further improve the research on moral leadership in each school stage;
3. This study can provide scientific reference for the selection and evaluation of kindergarten leaders, improve the management efficiency of kindergartens, provide literature preparation for the research field of teacher education, and provide reference for the training of kindergarten leaders and preschool teachers.

Definitions of Terms

The guidelines for developing moral leadership of kindergarten staff in Guizhou province refers to:

Kindergarten Staff: Kindergarten management person, generally including the head of the kindergarten, the deputy head of kindergarten, general affairs director, the dean of academic affairs. The head of the kindergarten is responsible for the overall management of the kindergarten; The deputy head of kindergarten is mainly responsible for the safety, education and teaching of the kindergarten; General affairs director, mainly responsible for kindergarten health care, financial management and logistics support; The Dean of Academic Affairs is mainly responsible for teaching and research;

Gender: Gender is a comprehensive concept that includes biology, society, psychology and other disciplines. It is mainly divided into men and women;

Age: mainly refers to the length of time a person has lived from birth to the time of calculation;

Major: mainly refers to the academic categories divided by colleges and universities or vocational and technical schools according to the needs of social division of labor, which are mainly divided into pre-school education majors and non-preschool education majors;

Education level: It mainly refers to the learning experience of people receiving scientific and cultural knowledge and skills training in educational institutions. A person has a corresponding level of education if he studies in an educational institution and receives training at the same level. Academic qualifications are mainly divided into primary school, junior high school, senior high school, junior college, undergraduate, master's degree and doctoral degree;

Working Years: mainly refers to the working time of the staff in the state organs, enterprises and social groups. Here, it mainly refers to the working time of the staff in the kindergarten institutions from the time they entered the unit to the present;

Professional Titles: refers to the professional skill level, ability and achievement of professional and technical personnel. It is a sign reflecting the

technical level and working ability of professional and technical personnel. The professional title of kindergarten teachers can be divided into three levels, two levels, one level, senior level and other levels according to the level;

Kindergarten Scale: Kindergarten scale mainly refers to the class form and quantity scale of kindergartens. Through the investigation, Guizhou Province's kindergarten standard is set to 3 to 6 classes, 7-12 classes, 13-18 classes, and more than 18 classes;

Moral Leadership: moral leadership refers to the ability of the kindergarten head to adhere to moral values, not afraid of external or internal pressure, and be consistent in words and deeds, so that his staff are willing to follow the kindergarten head, work hard for the goals and aspirations of the kindergarten, and promote the progress and sustainable development of the kindergarten.

Humanitarian Care: Humanitarian care mainly refers to that the kindergarten staff should have empathy, actively care for the needs and physical and mental health of teachers and children, and then develop the potential of teachers.

Fairness and Justice: it mainly refers to the fairness of rights, opportunities, processes and results among members. The kindergarten head should have the belief of fairness and justice, always check the rationality of all matters in the work, and protect the rights and interests of teachers.

Professional Ethics: mainly refers to the ability of the principal to make professional judgments and take professional actions in a complex work environment based on professional norms;

Moral Quality: It mainly refers to that the head of the kindergarten has good moral character, can adhere to moral values, and thus has a positive impact on teachers and become an example for teachers and students.

Research Framework

The research title of guidelines for developing moral leadership of kindergarten staff in Guizhou province. Researchers have defined a research concept framework as follows:

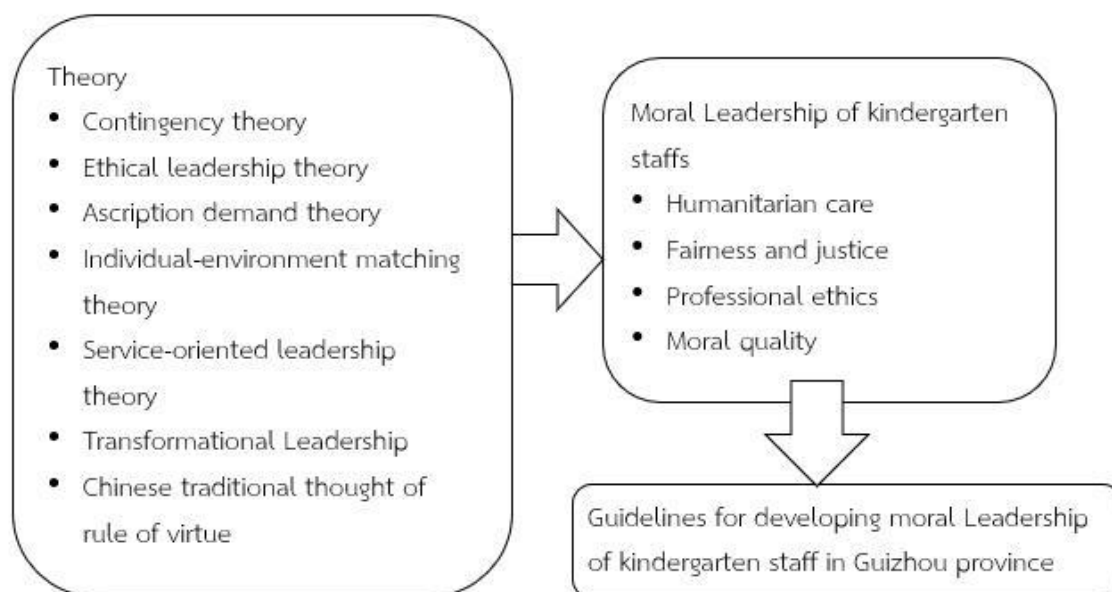


Figure 1.1 Research Framework of Guidelines for developing moral leadership of kindergarten staff in Guizhou province

Chapter 2

Literature Review

The research in improving guidelines for developing moral leadership of kindergarten staff in Guizhou province, the researcher was analyzed documents, concepts, theories, and researches related to the moral leadership of kindergarten staff. The details are as follows:

1. Concept of educational administration
2. Concept of moral leadership
3. Concept and theory of moral leadership
4. Context of kindergarten
5. Related Research

Concept Of Educational Administration

Lin Chenzi. (2022). proposed that education managers use their educational resources to achieve educational goals in educational organizations. Schools are the largest educational organization in society, so school education management is the core of education management (Lin Chenzi, 2022). Guo Lining. (2023). proposed that the essence of educational management is to improve the level of educational specialization. The development of educational management through management methods is to fully mobilize the organizational activities of school teachers, teaching infrastructure, and other educational resources to achieve educational management goals and strategies, including school systems, teaching plans, teacher training, teaching quality evaluation, logistics support, and other main management work (Guo Lining, 2023).

Li Lin. (2022). proposed that education management should promote the all-round development of students, and should not only focus on cultivating students' intelligence. Therefore, education management should promote the comprehensive and diversified development of education. (Li Lin & Wang Yanbo, 2022). and achieve comprehensive development for all based on education management, stimulate

individual potential, and thus promote the development of education for all to enter a higher quality stage.

Feng Shengbin. (2022). proposed that the fundamental goal of educational management is to cultivate students and promote their healthy personality and comprehensive development in education. (Feng Shengbin, 2022). At the same time, Wu Feiyan. (2023). proposed that education should not be limited to a certain group, but should achieve universal education, so that every individual can enjoy education. This is consistent with the cultivation requirements of core competencies for Chinese students, both aimed at shaping comprehensive human demands (Wu Feiyan, 2023).

Zeng Yang. (2022). proposed that in the process of kindergarten education management, the principal plays a leading role. The principal establishes and realizes a common vision by motivating and guiding teachers and children. The management and cultivation of the principal is the primary and core issue in kindergarten management and development (Zeng Yang&Su Na, 2022). In addition, Cheng Hongyun. (2022). proposed that the content involved in the management process can be mainly divided into: the concept of running a park and the culture of the park; Improving the quality of childcare and education management; Effective management of faculty and staff; Teaching and research management; Handling the relationship between kindergarten, family, and community; Kindergarten safety and crisis management (Cheng Hongyun, 2022).

Dong Yu. (2020). proposed that in the process of kindergarten education management, personal quality affects the quality and level of management. Through investigation and research, it is found that the recognized good qualities of Preschool teacher are in order of fairness, integrity and humanity; Be a close friend of employees; Be good at controlling one's negative emotions; Be strict with oneself and not seek personal gain; Respect employees; Dare to take responsibility, dare to criticize and self criticize; Good at coordinating relationships between employees; Having high cultural literacy and professional level; Flexible thinking and innovative awareness affect the level and quality of early childhood education management (Dong Yu, 2020).

Shao Ziyong. (2019). proposed that in the process of carrying out kindergarten education management, the principal is the main person in charge of the kindergarten, the guide and promoter of the professional ability development of teachers and staff, the advocate, organizer, and propagandist of promoting and popularizing early education knowledge, and the principal should become a "listener". Whether it can stimulate the work enthusiasm of teachers and staff is an important standard to measure the leadership quality and educational management level of the principal. (Shao Ziyong, 2019).

Yu Hui. (2020). proposed that in the process of carrying out kindergarten education management, there are internal and external factors that affect the level of education management. Internal factors include managers' educational beliefs, learning and reflection, personal abilities, and play a decisive role, while external factors include the kindergarten environment, superior departments and leaders, and kindergarten autonomy, which play a restrictive role. The interaction of external factors affects the level and quality of educational management for managers. (Yuhui et al., 2020).

Yang Nan. (2022). proposed that in the process of carrying out kindergarten education management, it is necessary to propose strategies to improve management level from the aspects of motivation mechanism, guarantee mechanism, training mechanism, and evaluation standards. It is believed that the professionalization process of managers is the process of continuously improving, optimizing, and developing professional knowledge. The professional knowledge foundation of managers can come from the updating of individual knowledge, the sharing of group knowledge, and the professional training system. (Yang Nan, 2022).

Gan Chao. (2022). proposed that in the process of carrying out kindergarten education management, under the premise of the head responsibility system, the head of a kindergarten would more often lead alone in practice, so he proposed that the head of a kindergarten should become the "surrogate" of Ethical leadership, the real implementer of kindergarten contract management, and the leader of learning kindergartens (Gan Chao et al., 2022). Pang Lijuan. (2022). found through the survey that the current principal believes that there are problems in his leadership. The top five are: low theoretical literacy, weak scientific research ability, insufficient leadership to

promote teachers' professional development, improper leadership behavior and management strategies, and weak curriculum leadership. (Pang Lijuan et al., 2022).

In short, the fundamental purpose of educational management is to serve the development of teaching staff and students. Education management is an activity process in which managers organize and coordinate educational teams, fully leverage the role of educational manpower, financial resources, material resources, and other information, utilize various favorable conditions within education, and efficiently achieve educational management goals (Liu Xiuyun, 2022). For the special environment of kindergarten, the center and purpose of carrying out kindergarten education management work is to meet the physical and mental development needs of young children, and to provide early education and care services. Only on the basis of reasonable education and management can we meet the needs of young children to the greatest extent and help them grow healthily.

Concept of Moral Leadership

Xu Guangbin. (2021). proposed that Ethical leadership has become an independent discipline since the beginning of the 20th century, and has gone through four development processes (Xu Guangbin, 2021). The connotation of Ethical leadership in each stage is different, as shown in the following table2.1:

Table 2.1 Development Stages Of Leadership

Time	Research Orientation	Research Theme
1940s	Idiosyncratic orientation	Leadership is innate
40-60s of the 20th century	Behavioral orientation	The relationship between leadership effectiveness and leadership behavior
1960s to 1980s	Contingency orientation	Leadership depends on the combination of all factors; Effectively lead affected by the environment
After the 1980s	Orientation of new leadership theory	A leader with a vision

Generally speaking, the first three stages can be collectively referred to as the research period of traditional leadership theory. Trait theory first prevailed in the research of leadership science. Its basic assumption is that a great or successful leader must have characteristics different from ordinary people; The characteristics of great or successful leaders can be discovered through scientific methods. Based on the above two assumptions, the research of trait theory mainly attempts to explore or explore the personality traits of leaders through scientific and empirical approaches, and then summarizes the personality traits that successful leaders should have, as a reference for selecting leaders. However, the simple trait theory is not sufficient to explain leadership. Therefore, the trait theory has not been in the leading position. Due to the various defects in the research of leadership trait theory, in the late 1940s, influenced by the increasingly popular behaviorism psychology, the research of leadership theory began to explain leadership behavior from the perspective of behavior and situation.

Behavioral theory believes that successful leaders must have some special leadership behaviors. Its research focus is to summarize and classify leaders' explicit behaviors at different levels through quantitative empirical research, and objectively synthesize different types of leadership styles, so as to explore the relationship between leaders' actual behaviors or leadership styles and organizational effectiveness. The most fundamental difference between this theory and trait theory is that trait theory believes that leaders are fundamentally born; The behavior theory believes that leaders can be trained, and people can form the behavior mode that effective leaders should have by designing some training programs. The claim of behavioral theory has expanded the research field of leadership. However, its main purpose is to obtain a leadership model with high organizational performance. Even for democratic or compassionate leadership, it is also assumed that the satisfaction of personnel's needs will be proportional to organizational performance. Therefore, the strongest criticism of behavioral theory is that it can not understand the subjective value and ideological motivation of human beings, as well as the interactive nature of human beings and the environment.

Contingency theory came into being in the 1960s. Many scholars found that it is unrealistic to find a universal leadership style or leadership behavior suitable for any organization; The effectiveness of leadership depends on situational factors; Culture is an important factor affecting leadership behavior. Different countries show different leadership behaviors due to cultural differences. In the development process of contingency theory, the main research achievements include situation theory and exchange theory. Contingency theory makes up for the deficiency of leadership trait theory and behavior theory. The problem is that the research results cannot be concluded because the situation cannot be exhausted. Throughout the evolution of traditional leadership theory, although it has gone through three stages of development: trait theory, behavior theory and contingency theory, this does not mean that there is no correlation between the replaced and the replaced, nor does it mean that the replaced is useless. In fact, the evolution of leadership theory is based on the absorption and critical inheritance of previous theories. In general, the traditional leadership theory is dominated by the paradigm of scientific positivism. The concept and theory of paradigm was put forward by Thomas Kuhn, a famous American philosopher of science, and systematically elaborated in "The Structure of the Scientific Revolution". It refers to the theoretical basis and practical norms on which conventional science operates, and is the world outlook and behavior mode that researchers engaged in a certain science follow. The concept of paradigm is the core of paradigm theory, which includes three aspects: common basic theories, concepts and methods; Common belief; A certain view of nature (including metaphysical assumptions). In Kuhn's view, paradigm is a basic commitment to ontology, epistemology and methodology. It is the sum of a set of hypotheses, theories, norms and methods that are accepted by the group of scientists. These things form the common belief of scientists psychologically. The characteristics of paradigm are: 1) paradigm is recognized to a certain extent; 2) Paradigm is a whole composed of basic laws, theories, applications and relevant instruments and equipment. Its existence provides scientists with a research program; 3) The paradigm also provides an imitable success precedent for scientific research. Therefore, paradigm is essentially a theoretical system, and the breakthrough of paradigm leads

to scientific revolution, thus giving science a new look. In short, paradigm is the way we understand and interpret the world. Paradigm is changeable, it is dynamic and can be modified at any time. The change of paradigm has led to the development of leadership research in different periods. At the same time, the connotation of leadership research is different from the interpretation of knowledge or phenomena, resulting in the different paths of school leadership theory and application. Scientific positivism and postmodernism reflect two different paradigms of understanding and interpreting the world.

Since the 1980s, with the challenge of postmodernism to the traditional paradigm of scientific and empirical leadership theory, the research of leadership theory has gradually turned to high-level culture and meaning theory, and has tended to a new dimension of faith and value, and has begun to take on a new development. In a broader sense, postmodernism can be said to represent a very broad social and cultural trend of thought. Although all postmodernists have different views on the spirit of postmodernism, we can still find that most postmodernists have some similar views on the spirit of postmodernism. Reviewing the scientific research of foreign traditional school leadership theories, from trait theory, behavior theory to contingency theory, the purport of these theories is mostly limited to the pursuit of leadership technical skills and interpersonal skills, ignoring the establishment of leadership concepts, and lacking the emphasis on ethics. Since the 1980s, with a large number of scholars advocating postmodernism questioning the traditional leadership paradigm, the traditional leadership theory paradigm has undergone a postmodern transformation. People have gradually realized the importance of virtue and value care marginalized by "modernity". These changes have provided a strong argument for the rise of moral leadership, and also laid a necessary foundation for the development of moral leadership theory.

Hou Shan. (2009). proposed that the basic characteristic of school Ethical leadership is to emphasize humanistic care; Emphasizing fairness and justice; Emphasize the priority of responsibility; Emphasize System integration (Hou Shan&Zhang Lei, 2009); Liu Ying. (2007). proposed that the exertion of moral leadership has a great relationship with the quality of kindergarten principals

themselves. Building a common vision of the kindergarten, creating a characteristic culture, creating a harmonious atmosphere, and achieving professional leadership are important strategies to improve the moral leadership of the kindergarten head (Liu Ying, 2007).

Lv Yingliang. (2012). proposed that the theory of Ethical leadership is an educational management theory aimed at strengthening the moral quality of education leaders, and school leaders should take morality and values as the leadership principles and leadership authority to conduct leadership practice (Lv Yingliang, 2012); Yang Yupeng. (2011). proposed that in leadership style, emphasis should be placed on moral example and moral guidance, emphasizing humanistic care, constructing a common vision for the school, promoting the establishment of a learning community, adjusting personnel roles, and shaping high-quality school culture, in order to achieve the goal of improving school leadership (Yang Yupeng, 2011).

Wang Xuan. (2011). proposed that the leadership of kindergarten principals experienced a leadership formation stage dominated by power leadership and a Leadership development stage dominated by non-power leadership. The commonality of the leadership formation stage of kindergarten principals is the sense of responsibility given by family education, the ability to take responsibility exercised in social practice, and the execution ability formed during youth; The common feature of the Leadership development stage of the principal is to achieve a balance between obedience and autonomy, move from a rigid system to a leading and driving force, and coordinate with each other in family and career (Wang Xuan, 2011).

Sergiovann. (1978). proposed that Moral authority was the core authority of school leaders; Emotions, values, and beliefs are important motivational rules for humans; Educational leaders should be adept at finding "substitutes for leaders" and promoting organizational members to become believers in value concepts and service providers for value purposes (Cai Yi, 2006).

Jiang Xue. (2019). proposed that the internal factors that affect the leadership of kindergarten principals include: principals' self-efficacy, non-power influencing factors, and research ability; External factors include: independent management

authority and social recognition level (Jiang Xue, 2019); Liu Ziyi. (2022). proposed that the leadership of kindergarten principals can be divided into the following five points: 1) communication and coordination skills; 2) The ability to resolve conflicts and resolve differences; 3) Team building ability; 4) Innovation ability; 5) Inspiration. The personality charm and personal cultivation of the principal have the most significant impact on the kindergarten (Liu Ziyi, 2022). Brown. (2006). proposed that in order for a leader to become an effective ethical leader, he must first be a role model with ethical awareness and behavior, integrity, reliability, and charm (Brown, 2006).

Zhao Wenjuan. (2018). proposed that Ethical leadership has the right educational value and ideal, has an optimistic and hopeful attitude, cares about the general good and individual rights issues in crowd relations, attaches importance to the power of change hidden behind the social structure and education system, can treat every member as an individual with dignity and independent values, and can make professional judgments and changes based on professional norms (Zhao Wenjuan, 2018).

Mao Jiapei. (2018). proposed that Ethical leadership should have noble moral cultivation to influence their members, uphold the principle of justice, adhere to moral ideals, resist the improper influence of external forces, give play to moral care, help others and themselves, and practice Professional ethics (Mao Jiapei, 2018).

Zhao Liping. (2019). proposed that Ethical leadership includes influencing others with lofty morality and by acting as an example, emphasizing fairness to each member, having a Critical consciousness, being able to care for the needs and feelings of others, respecting the human rights and dignity of members, and constantly improving professional skills (Zhao Liping et al., 2023); Tong Hongbao. (2012). proposed that Ethical leadership includes setting an example, adhering to their own moral standards, taking the pursuit of fairness and justice as the goal, constantly reflecting and adjusting to unreasonable events, caring for members' needs, striving to enrich professional skills, and constantly striving for ideals (Tong Hongbao, 2012).

Wang Qianzhu. (2016). proposed that Ethical leadership mainly includes adhering to ethical standards, making independent judgments and the best choices,

and the leader's behavior conforms to basic norms and ethics; Be able to firmly review and improve unreasonable areas; Actively providing encouragement and support to members' needs, being able to accept new knowledge at any time, and rebuilding moral and professional authority (Wang Qianzhu, 2016).

Starratt. (1991). proposed that Ethical leadership can adhere to basic fairness and justice, can reveal the reform forces hidden behind the language and social structure, attach importance to the relationship between people, and constantly improve professional quality according to the principle of justice when dealing with problems (Starratt, 1991); Shapiro. (1998). proposed that Ethical leadership includes cultivating good behavior habits, adhering to basic values, being able to use fairness and justice to solve moral problems, actively looking at and responding to unfair problems in education, and paying attention to the needs of members and problems to be solved (Shapiro, 1998).

Ma Huanling. (2006). proposed that leaders need to make moral choices when conducting Ethical leadership. Leaders' behaviors should conform to justice, and they can make rational review and improvement for unreasonable things; In addition, leaders need to care for the basic needs of their members and approach problems from a professional perspective (Ma Huanling & Sun Xiaoying, 2006); Stenmark. (2011). proposed that Ethical leadership should adhere to the principle of justice and fairness, cultivate the values of justice and fairness, and actively solve the educational dilemma. It needs to conform to the principle of justice and fairness, pay attention to social class, race and gender differences, attach importance to the needs and desires of members, and actively develop professional ethics (Stenmark, 2011).

With the in-depth discussion of the concept and connotation of Ethical leadership, the relevant measurement tools of Ethical leadership have also emerged. Khuntia. (2004). developed a scale with 22 items to measure corporate Ethical leadership in the context of Culture of India, and divided Ethical leadership into two dimensions: leader's empowerment behavior and motivation and traits (Khuntia, 2004).

Brown. (2005). developed a one-dimensional Ethical leadership scale (ELS) through research. The scale contains such contents as decision-making justice, safeguarding employees' interests, interpersonal trust, etc. The scale has good

reliability and validity, and has been widely used in the measurement of Ethical leadership (Brown, 2005).

De Hoogh. (2008). and other researchers divided Ethical leadership into three dimensions: morality and fairness, role clarification, and power sharing (De Hoogh, 2008). Kalshoven. (2011). established a multi-dimensional Ethical leadership questionnaire (ELW), which expanded Ethical leadership behavior into seven aspects: fairness, honesty, moral guidance, human orientation, power sharing, clear roles and consideration of sustainable development of the organization, and expanded the measurement model of Ethical leadership into a comprehensive moral leadership structure model (Kalshoven, 2011).

Zou Shuangxiu. (2011). compiled the strength table of Ethical leadership of middle school principals in the context of Chinese culture, which is the first quantitative study on Ethical leadership of schools in the context of Chinese culture, and obtained five dimensions of school Ethical leadership: moral cultivation, fairness and justice, honesty and responsibility, interpersonal care and reflective practice (Zou Shuangxiu, 2011). It can be found that compared with the western countries' emphasis on fairness and justice, China attaches more importance to the moral cultivation of leaders themselves, which is not only reflected in the emphasis on "the interests of students", but also requires leaders to have benevolence, morality, fraternity and other characteristics. Therefore, the development of school Ethical leadership scale suitable for China's cultural background is of great significance for educational leadership research.

In a word, through the above literature and in-depth analysis, the structure of school Ethical leadership is preliminarily outlined, including four parts: caring morality, justice morality, virtue cultivation and professional morality. The explanation of different moral dimensions is as follows.

Ethical Care

'Caring' places great importance on interpersonal relationships, and leaders need to sincerely care for their subordinates or colleagues, identify with their profession, and affirm their abilities. When leaders are unable to make appropriate decisions in the face of conflicts, simply thinking about fairness and justice often puts

them in a difficult position to make decisions. At this point, caring ethics can make up for their shortcomings. Reviewing the literature, we can find that caring morality is a common dimension in many studies on Ethical leadership. For example, Sergiovanni. (1992). pointed out that leaders should be able to care for and take care of people, not only completing tasks, but also caring for the needs and well-being of their members (Ma Huanling & Sun Xiaoying, 2006); Brown. (2005). also believes that caring ethics is an important component of Ethical leadership. In order to improve the effectiveness of leadership, we can strengthen a kind of leadership model that is imbued with feelings (Brown, 2005). In addition, Sun Liping's. (2010). study found that school leaders should respect teachers' professional autonomy, strengthen interaction and communication with teachers, care for their teaching or life needs, so that teachers can feel the care of the principal, enhance their identification with the school, and help teachers exhibit positive behavior (Sun Liping & Ling Wenyi, 2010).

Justice and Morality

Aronson. (2014). proposed that mutual trust between leaders and members is an important principle of Ethical leadership, and integrity and fairness of leaders are the basis of mutual trust. However, moral values have diversity, and there are many phenomena of mutual antagonism and opposition between them, which leads to a complex dilemma of moral dilemma in educational contexts (Aronson, 2014). In the research on school Ethical leadership, Bowers. (2017). advocated that leaders should take justice and morality as the core, and treat all school members with the same treatment, equality, respect and fair competition. Only leaders whose behaviors can conform to justice can be called Ethical leadership (Bowers, 2017). In addition, Cao Yiran. (2019). proposed that moral justice refers to the principle of justice when dealing with problems, such as treating the rights of organizations and individuals well, caring for member participation, and resource allocation. Just morality is one of the important contents of Ethical leadership. In addition to theoretical support, many studies also provide empirical support, which further reflects that just morality is one of the important key factors affecting Ethical leadership (Cao Yiran, 2021).

Professional Ethics

Cui Zhencheng. (2014). proposed that in addition to valuing their own moral traits, the most important thing for school leaders is to prepare for becoming a professional and ethical leader. Therefore, school leaders must constantly examine the specific situation of their professional ethics and fully understand the needs of students and parents to avoid unnecessary conflicts, in order to ensure the professionalism of work and ensure the maximum interests of students' learning and life (Cui Zhencheng, 2014). When a school leader develops their professional ethics, they not only need to consider various moral models, but also need to integrate justice and care ethics in order to provide their professional judgments and decisions. As a school leader, we not only need to pay attention to the needs of our service recipients, but also have social responsibility to solve the problems arising from diverse environments. Moreover, in different fields, we need different professional leadership skills. Therefore, professional ethics require professional training, where leaders can learn and train from peers, allowing them to demonstrate a professional ethical atmosphere in caring for members, considering diverse differences, and demonstrating fairness and justice (Li Hua & Cheng Jinkuan, 2020). A manager with good professional ethics education should have considerable knowledge in their profession in order to make correct judgments and actions.

Moral Cultivation

Moral leadership originates from ethical leaders, emphasizing their ability to persuade others with morality and reason. Hitt. (2019). also proposed that leaders must exhibit a considerable degree of moral traits in order to set a good example, stimulate the potential of subordinates, help them become good leaders, enhance their work motivation, and form correct values (Hitt, 2019). It can be said that Ethical leadership requires leaders to first make moral demands on themselves, commit themselves to improving their moral accomplishments, show moral courage, generate personality charm that people follow through their noble moral accomplishments, exert subtle influence on members, so as to lead the members of the organization, make them accept their leadership wholeheartedly, then identify and emulate from the heart, and achieve mutual success in the work process

(Xu Zhenxia, 2015). It can be seen from this that leaders' virtue cultivation should be a very important dimension of Ethical leadership, and many theoretical and practical research evidences also support that virtue cultivation is an important part of Ethical leadership.

Table 2.2 The Results of the Synthesis of Moral Leadership

Moral leadership Author	Humanitarian concern	Fairness and justice	Professional ethics	Moral quality
Hou Shan (2009)	√	√		√
Liu Ying (2007)	√		√	
Lv Yingliang (2012)		√		√
Yang Yupeng (2011)	√			√
Sergiovann (2011)	√	√	√	√
Liu Ziyi (2022)	√		√	
Zhao Wenjuan (2018)		√	√	
Mao Jiapei (2018)		√	√	
Zhao Liping (2019)		√	√	√
Tong Hongbao (2012)	√	√	√	
Starratt (1991)		√	√	
Shapiro (1998)		√		√
Ma Huanling (2006)		√	√	
Stenmark (2011)		√	√	
Brown (2005)	√		√	
De Hoogh (2008)		√		√
Kalshoven (2011)	√	√		√
Zou Shuangxiu (2011)	√	√		√
Total	10	14	11	9

According to table 2.2, the researchers analyzed and synthesized documents, concepts, theories, and researches related to moral leadership of kindergarten staff. The researchers selected corresponding moral leadership based on the standards, to use as a framework for research in this study. By selecting moral leadership with a frequency of 6 or more. Which can be synthesized in 4 characteristics as follows: 1) humanitarian concern; 2) fairness and justice; 3) professional ethics; 4) moral quality.

To sum up, according to the theoretical framework of kindergarten managers' moral leadership constructed above, combined with literature review and in-depth analysis, the core elements of kindergarten managers' moral leadership are extracted, and the structural dimensions of kindergarten moral leadership are preliminarily designed, including four dimensions of humanitarian concern, fairness and justice, professional ethics, and moral quality. The corresponding main contents are shown in Table 2.3

Table 2.3 Structural dimensions and indicator factors of moral leadership of kindergarten staff

Core Concepts	Main Dimensions	Dimension Content	Index
Moral leadership of kindergarten	Humanitarian care	The head of the kindergarten should have empathy, be able to actively care for the needs of teachers and students, and affirm its value	<ol style="list-style-type: none"> 1. The kindergarten director can give the teacher enough respect. 2. The kindergarten director can be concerned about the growth and development of teachers. 3. The kindergarten director can think from the standpoint of the teacher.

Table 2.3 (Continued)

Core Concepts	Main Dimensions	Dimension Content	Index
	Humanitarian care	The head of the kindergarten should have empathy, be able to actively care for the needs of teachers and students, and affirm its value	<p>4. The kindergarden director can express concern and understanding to the teacher.</p> <p>5. The director can be honest and negotiate the tasks of all his colleagues.</p> <p>6. The director can share his professional ideas and work with teachers to build the vision of the kindergarten.</p>
	Fairness and justice	The principal should have the belief of fairness and justice, always reflect and check the rationality of affairs, and protect the rights and interests of teachers and students	<p>1. The director will attach importance to the rights and interests of teachers and young children.</p> <p>2. The director will treat the teachers who work overtime by other means of compensation.</p> <p>3. The kindergarten director can be child-oriented and establish a professional but non-commercial teaching environment.</p> <p>4. The garden director can adhere to scientific educational beliefs and principles and will not change easily.</p> <p>5. The director pays attention to the norms of work and emphasizes the rules and regulations.</p>

Table 2.3 (Continued)

Core Concepts	Main Dimensions	Dimension Content	Index
	Professional ethics	The principal can make professional judgments and take professional actions in a complex work environment based on professional norms	<p>6. In the work, each teacher can be recognized and rewarded for his outstanding work achievements.</p> <p>1. The kindergarden director will not vent his personal feelings on the teacher at will.</p> <p>2. The kindergarden director should not strive for merits and mistakes in his work and have the courage to take responsibility.</p> <p>3. The kindergarden director can put forward his personal opinions and improvement measures for the unreasonable educational behavior.</p> <p>4. The kindergarden director can help teachers when they encounter difficulties at work.</p> <p>5. The kindergarden director can establish a fair and reasonable assessment system.</p> <p>6. The director can discuss the development of the park with other colleagues.</p>

Table 2.3 (Continued)

Core Concepts	Main Dimensions	Dimension Content	Index
	Moral quality	The head of the kindergarten has a good moral code, can adhere to moral values, be polite and honest, be united and friendly, and then have a positive impact on teachers and become a model for teachers and students	<ol style="list-style-type: none"> 1. The director will not spread rumors to maliciously slander her. 2. The director will not maliciously deceive parents. 3. The director can set an example in words and deeds and have a positive impact on teachers. 4. The director is honest, trustworthy and responsible. 5. The director can abide by the law and adhere to scientific values.

Summary

It can be seen from the above literature analysis that the research on the theory and practice of moral leadership has attracted great influence and attention at home and abroad, and has been fully explored in theory and tested in practice, gradually becoming a new academic growth point and new research trend. Specifically, the research on moral leadership presents the following trends: First, many original studies have been carried out on the theory of moral leadership at home and abroad, but under the background of a series of educational reforms, the concept of moral leadership has been expressed differently, especially the operational definition is quite different, and the concept of moral leadership based on Chinese local culture still lacks a relatively clear and complete definition; Second, scholars at home and abroad have carried out a series of theoretical and empirical studies on moral leadership, and have achieved fruitful results, but the research on the model construction of moral leadership is still insufficient. Based on the field of school moral leadership, the discussion on the content structure of school moral

leadership and the development of measurement tools are lagging behind; Thirdly, from the perspective of research objects, most of the previous studies were confined to enterprises, universities, middle schools and primary schools, and lack of research on pre-school education, especially on the structural factors and practices of moral leadership in domestic kindergartens.

Concept and Theory of Moral Leadership

Contingency Theory

The Formation and Development of Contingency Theory

In the 1950s and 1960s, scholars challenged the classical management theory that tried to find the best way of organization design and organization management. American scholars Dill. (1958), March and Simon. (1958), Chandler. (1962), Lawrence and Lorsch. (1969), Thompson. (1967), British scholars Burns and Stalker. (1961). and Woodward. (1965). found that any single The unchangeable management method cannot be applied to all organizations. The so-called optimal organizational structure changes with certain factors (such as strategy, scale, technology, environment, etc.), which is the important research basis for the construction of the contingency theory. During this period, various theories of management emerged. On the basis of previous studies, Fred Luthans published the article "The contingency theory of management: An path out of the jungle" in 1973, It is believed that "the school of management process bias separates behavior and quantitative methods, and the school of system thinking bias seems to be able to unify behavior and quantitative methods, but neither of these two types of management theories can lead management out of the jungle. The overall goal of management contingency theory is to match quantitative, behavioral and systematic methods with corresponding situational factors, which can lead management theory out of the jungle" (Luthans, 1973). Luthans further systematized and deepened the idea of contingency management, constructed the theoretical framework of contingency management, clarified the contingency mechanism between environmental variables and management variables, marking the formal formation of contingency theory. Since then, contingency theory has been enriched and developed since the 1980s. The

application scope of contingency theory has also expanded from the initial organizational structure to many management fields such as leadership style, but the research of organizational contingency theory has always been the core of the research. Since the contingency theory was put forward in the 1960s, it has quickly received widespread attention from the academic community. The number of citations of contingency theory has steadily and orderly increased, until the number of citations in the early 21st century exceeded 100. In the following ten years, it has become a hot spot of management theory, with more than 3000 citations since 2012 (see Figure 2.1)

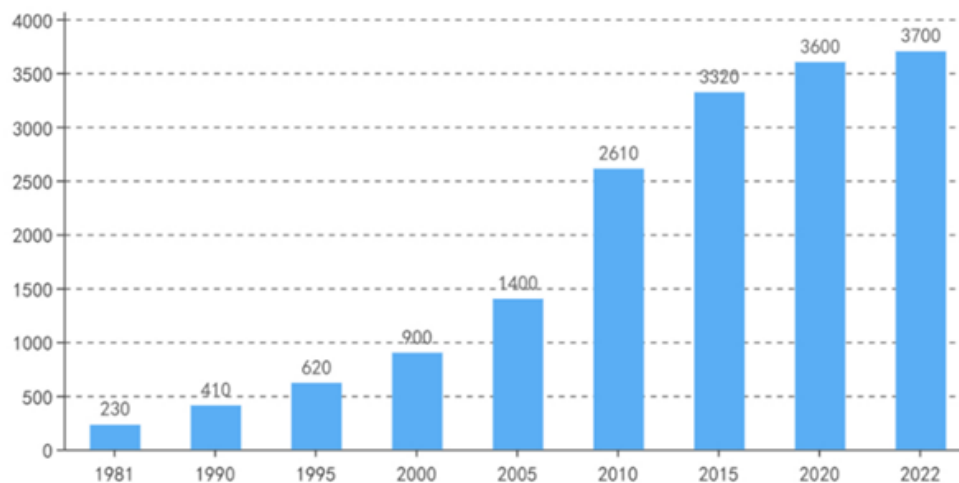


Figure 2.1 Number of citations of contingency theory

(Data source: It is compiled based on Google scholar data, and accurate matching is used in search.)

Relevant Research on Contingency Theory

Lawrence and Lorsch are the most influential scholars on contingency theory. They empirically studied six enterprises in the same industrial environment, and found that the formal structure of each subsystem (R & D, production, sales, etc.) and the goal orientation, time and interpersonal orientation of organization members are different. These differences are related to the specific environment faced by each subsystem; It proves that the uncertainty level of the environment is positively

related to the degree of differentiation and integration of the organizational system, and clearly reveals that the internal system such as the organizational structure does have the adjustment and matching effect on the external environment. Lorsch further pointed out that if an organization wants to be more efficient, its internal operation must conform to the organization's tasks, technology, external environment and the requirements of its members, rather than seeking the best way to organize under the given conditions. Many core ideas of organizational contingency theory are already contained. Kast profoundly revealed the core idea of contingency theory, "contingency perspective adjusts the multiple forms of organization, understands how the organization operates under different conditions and specific circumstances, and thus develops the most appropriate organizational design and management system for the specific situation". Luthans elaborated the contingency relationship between environmental quantity and management variables in depth, and built a conceptual framework model including environmental variables, management variables and their contingency relationship. The model reflects the functional relationship between environmental quantity and management variables, that is, if certain environmental conditions exist, then a management method that is suitable for this environment and more effective than other management methods can be found to achieve the objectives.

In the 1970s and 1980s, the research of contingency theory mainly focused on the single-level organizational analysis, adopting the simplified and progressive analysis method, and studying the matching relationship between organizational management variables and environmental variables according to the idea of static balance. Many rich concepts of contingency theory were deprived, and the limitations of the research attracted many criticisms. In the face of this situation, Lex Donaldson in 1987 Japan, the United Kingdom and the Federal Republic of Germany have carried out empirical research and found that changes in organizational strategy will lead to the mismatch between organizational structure and contingency factors. This mismatch will reduce organizational performance, and low organizational performance will drive the adjustment of organizational structure to improve the matching degree with contingency factors, and re-increase organizational

performance, forming an internal mechanism of dynamic balance between organizational structure and contingency factors, The so-called structural adjustment to regain fit (SARFIT) model (Donaldson, 1987). Then Donaldson improved the SARFIT model, added "other causes", and further clarified the three core elements of contingency theory: first, there is a relationship between contingency factors and organizational structure; Second, changes in contingency factors will lead to changes in organizational structure; Third, the matching of organizational structure variables and contingency factors will lead to high performance, while the mismatch will lead to lower performance. The relationship between matching and performance is the core of contingency theory paradigm. Ezzamel and Hilton's research has effectively supported the SARFIT model. They found that the long-term mismatch of enterprises will lead to the decline of performance. It is often because the organizational performance is reduced to a certain low level that the organization's management will take necessary organizational change measures. This empirical result is in line with Simon's bounded rationality theory, because managers' bounded rationality leads to their pursuit of satisfaction level rather than the maximization of ideal. When the organizational performance is lower than the level of satisfaction, management decision-making will participate in it, forming the SARFIT model of "problems - change the organization - improve matching - improve performance - achieve satisfaction" cycle.

The Enlightenment of Contingency Theory to Managers

Contingency theory was born with the responsibility of leading management theory out of the jungle (Luthans, 1973). Koontz regarded it as one of the management ideas and practical viewpoints that have brought great impact to managers. For a long time, people have always consciously or unconsciously used contingency methods in management activities. However, the systematic study of contingency methods from a theoretical perspective began with the introduction of contingency theory. The theorization of the concept has improved the consciousness and scientificity of using contingency methods. Contingency theory opposes "seeking the best management method" regardless of the specific situation. It focuses on analyzing the specific situation, adopting appropriate and reasonable management

methods according to the objective situation to effectively achieve the goal, finding a positive interactive relationship between the situation variables and the developed management solutions, and finding a middle way between "omnipotence theory" and "empiricism". Like most fields of scientific exploration, the study of contingency theory has also encountered many problems over time. First, Khandwalla pointed out that contingency theory focuses on results or content rather than process. It often focuses on the use of structure and strategy or leadership style in a specific environment, but does not emphasize the effectiveness of organizations or leaders in dynamic processes. Second, Balich found that although there are many articles analyzing the relationship between contingency factors, such as strategy, scale, technology and environment, there is a lack of integrated research and consideration. Thirdly, the study of organizational design emphasizes the characteristics of organizational structure, strategy and system, but often ignores how the work is completed. Barley and Kunda call for bringing the work back to organizational research.

Today, most organizations have deeply realized that there is no one immutable management method that can be applied to all types of organizations. Contingency theory, on the premise of emphasizing that the external environment is objectively independent of human will, also recognizes that the most basic fundamental motivation of social environment is human initiative. Thompson and Salancik proposed that, compared with the passive strategy of changing the internal design of the organization to adapt to the environment, the organization can use the active strategy to actively change its industry and institutional environment to better achieve its goals and operations, such as creating industry technical standards, promoting new technologies and new products that change industry competition (Toh and Kim, 2013; Wang, 2012). Therefore, as a manager, we should not be the compliance and adaptation of environmental machinery, but the creator who can actively use the environment on the premise of respecting the objective laws of the environment. Contingency managers should use contingency management methods flexibly and creatively according to the specific environment, give full play to their subjective initiative, improve their ability to understand and judge the environment,

and formulate effective management strategies, countermeasures and methods to achieve enterprise objectives, so as to improve the performance of management practice.

Ethical Leadership Theory

The Formation and Development of Ethical Leadership Theory

Tran George Enderle first put forward the concept of ethical leadership in his 1987 article "Some perspectives of management ethical leadership". According to Enderle's view, leaders should have the following three basic ethics: (1) perception, interpretation and creation of reality; (2) Be responsible for the decisions of the influencers; (3) Be responsible for the implementation of corporate objectives. With the development of Trevino, Brown, Riggio, Mayer, Walumbwa and other scholars, the ethical leadership theory has been paid more and more attention by academic and practical circles. Since 2008, "ethical leadership" has been used as a key word more than 1000 times every year (see Figure 2.2), and has become the core theory in management and other related fields.

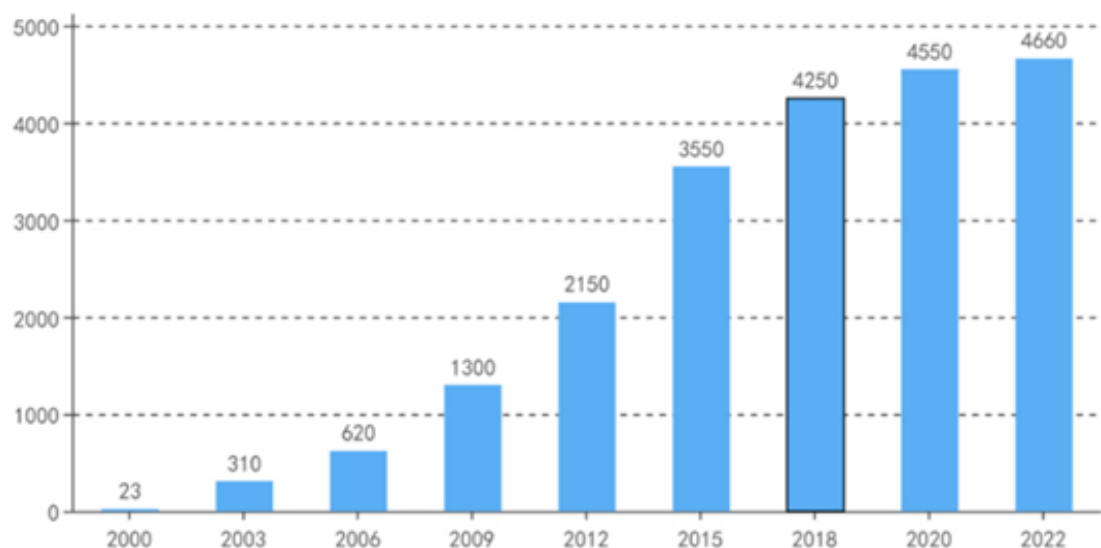


Figure 2.2 Number of citations of ethical leadership theory

(Data source: It is compiled based on Google scholar data, and accurate matching is used in search.)

On the basis of previous research on leader traits and leadership effectiveness, Trevino first clearly pointed out that ethical leadership includes ethical person and ethical manager. The former refers to leaders who have integrity and other personality characteristics, do the right thing, and make ethical decisions; The latter means that leaders set an example for their subordinates through visual actions, and use the reward and punishment system to spread morality and values, thus affecting the moral or immoral behavior of their subordinates (Trevino, 2000). After that, Trevino made a clear definition of ethical leadership, which provided a basis for in-depth understanding of the connotation and impact of ethical leadership. They pointed out that ethical leadership is a leadership style that influences subordinates' behavior through role demonstration and moral management (Trevino, 2003). According to the social learning theory, Brown defines the connotation of ethical leadership in a more normative and systematic way, and explains how ethical leaders play the role of moral managers in organizational situations. According to Brown, ethical leadership means that leaders show their subordinates what is standard and appropriate behavior through personal actions and interpersonal relationships, and promote these behaviors to subordinate members through two-way communication, reinforcement and decision-making. Subsequent research further developed the definition of ethical leadership. For example, Khuntia and Suar believe that ethical leaders will habitually integrate ethics into employees' beliefs, values and behaviors. De Hoogh and Den Hartog pointed out that ethical leadership is the process of guiding subordinates to achieve goals beneficial to organizations, members, other stakeholders and society in a socially responsible way. Although so far, scholars still have differences on the definition of ethical leadership, most of the existing empirical studies have adopted Brown's definition.

The conceptual framework of ethical leadership proposed by the above scholars lays the foundation for the follow-up study. Trevino summed up five core elements of ethical leadership through interviews: 1) "oriented", caring, respecting, developing and treating others well; 2) "Visible moral actions and characteristics", leaders act as role models and practice moral principles; 3) "Set moral standards and responsibilities" to guide subordinates' behaviors through reasonable rewards and

punishment; 4) "Broad moral awareness" to safeguard the interests of organizations and groups; 5) "Decision process" to ensure fairness and openness. Northouse proposed that ethical leadership consists of five aspects: respecting others, serving others, caring for fairness, expressing sincerity and building communities. Khuntia and Suar found through a questionnaire that ethical leadership includes two important dimensions: empowerment, motivation and personality. After Reick found that ethical leadership covers four dimensions: integrity, altruism, collective motivation and encouragement, Eisenbeiss proposed that ethical leadership has four core moral orientations: humanity, fairness, responsibility and sustainability, as well as moderation. It can be seen that scholars still have great disputes on the dimensions and structure of ethical leadership.

During the development of the theory of ethical leadership, there have been studies on the relationship between it and the theories of authentic leadership, transformational leadership and spiritual leadership. First of all, authentic leadership mainly emphasizes self-awareness and authenticity, while ethical leadership emphasizes leaders' moral management of subordinates and moral awareness of others. Among them, positive psychological factors are important components of authentic leadership, however, this is not the core component of ethical leadership. Secondly, transformational leadership emphasizes that leaders should follow the moral code and improve the moral level of their subordinates (Burns, 1978), which is similar to ethical leadership. However, transformational leadership is more focused on organizational vision and values, while ethical leadership, in addition to role demonstration, also emphasizes following ethical standards and influencing subordinates' behavior through ethical management. At the same time, ethical leadership includes transactional leadership, and manages subordinates through rewards and punishment system. Finally, although spiritual leadership also involves leaders with integrity and caring for others, the dreams, expectations, visions and beliefs that spiritual leaders focus on do not belong to the content emphasized in ethical leadership. On the contrary, ethical leadership emphasizes moral management. At the same time, ethical leadership is a utilitarian leadership style, which is essentially different from the spiritual leadership that emphasizes spiritual influence and motivation.

Research on the Theory of Ethical Leadership

With the continuous development of research on ethical leadership, scholars have made many exploratory measurements on the concept of ethical leadership. Among them, the most representative is the ethical leadership of 10 topics developed by Brown. Considering the impact of cultural differences on the understanding of "morality", the Ethical Leadership Scale developed by Zhu systematically examined the universality of ethical leadership structure in the cross-cultural context. This study is based on the original definition of ethical leadership in the context of western culture, and combines the interpretation of ethical leadership in Chinese philosophy. Specifically, the scale has the following advantages: 1) It successfully captures two broader aspects of ethical leadership ("moral person" and "moral manager"), so the content of the scale is more comprehensive. This also shows that under these two cultural backgrounds, ethical leaders show the two important dimensions of "moral man" and "moral manager". 2) Taking moral cognition as a sub-dimension of "moral person" will help us understand ethical leadership as a cognitive element of moral person. 3) It clearly emphasizes and measures the role of ethical leadership in establishing moral atmosphere among groups and followers, which is exactly consistent with the original concept of developing moral atmosphere.

In order to explain the mechanism of ethical leadership, scholars have tested some important intermediate variables based on relevant theories. At the individual level, the meaning of work plays an intermediary role between ethical leadership and the efforts of employees. Walumbwa found that ethical leaders can increase the voice of employees, while the psychological security of employees plays a mediating role. Walumbwa found a positive correlation between ethical leadership and employee performance. After controlling the factors of fairness, self-efficacy, membership and organizational identity play a mediating role between ethical leadership and employee performance. At the team or organization level, the ethical atmosphere in the organization also plays a mediating role between ethical leadership and employees' job satisfaction and organizational commitment (Neubert et al, 2009). Mayer also found that ethical leadership has a negative impact on group

deviant behavior and a positive impact on group organizational citizenship behavior. In terms of adjusting variables, at the individual level, the age of employees adjusted the relationship between the integrity, clear role and stability of ethical leaders and employees' personal task initiative, but it did not significantly adjust the relationship between the other-orientation of ethical leaders and employees' personal task initiative (Khalid and Bano, 2015); Employees' psychological empowerment regulates the relationship between ethical leadership and employees' organizational citizenship behavior and role behavior (Kim and Lee, 2014); Whether employees hold implicit theory, that is, whether they believe that a person's moral quality is fixed, regulates the relationship between ethical leadership and employees' performance and suggestions (Zhu et al, 2015). The exchange relationship between leaders and members regulates the relationship between the commitment and behavior of ethical leaders to employees (Neubert et al., 2013). At the team or organization level, the leader role modeling strength regulates the relationship between ethical leaders' civil behavior and job satisfaction at the individual level (Ogunfodora, 2014); Brown and Inevino built a theoretical model of ethical leadership. They put forward the antecedent variables of ethical leadership from both personal and situational aspects. Among them, personal factors include pleasant, responsible, neurotic, moral reasoning and source of control. Situational factors include role demonstration and moral situation. In addition, moral intensity strengthens the relationship between moral situation and ethical leadership; Self-monitoring regulates the impact of moral situation on ethical leadership, that is, compared with people with low self-monitoring, people with high self-monitoring will be more affected by situational support and increase moral leadership behavior; Power inhibition strengthens the relationship between power demand and ethical leadership; Moral utilization enhances the influence of moral reasoning on ethical leadership. Finally, they proposed that ethical leadership would increase employees' moral decision-making, pro-social behavior, satisfaction, motivation and commitment, and reduce employees' resistance to production behavior.

At present, scholars have mainly discussed the antecedents of ethical leadership from the aspects of individual factors and situational factors, but the

relevant literature is still relatively scarce. On the one hand, some studies examined the predictive role of leaders' personality characteristics on ethical leadership. For example, De Hoogh's research found that leaders' attention to social responsibility will positively affect ethical leadership. Wright examined the relationship between leader quality and ethical leadership, and pointed out that moral self-discipline, moral attachment and moral autonomy would promote the development of ethical leadership. On the other hand, some scholars have explored the influencing factors of ethical leadership from the perspective of context. For example, Tumas believes that high social power distance will lead to more rigorous assessment of moral misconduct, thus reducing people's assessment of ethical leadership. Stenmark examined a series of situational factors that affect leaders' moral decision-making process, including decision-making autonomy, types of moral problems faced by decision-making, performance pressure, interpersonal conflict, etc.

The above large number of empirical studies show the important role of ethical leadership. First of all, ethical leadership has a positive impact on employees' work attitude. The study found that ethical leadership can positively predict employees' work commitment, emotional commitment, rule commitment, organizational commitment, employees' trust in management and colleagues, employees' satisfaction with leaders, and job satisfaction, while reducing employees' turnover intention (Demirtas, 2015). Secondly, scholars generally use social learning theory and social exchange theory to explain the impact of ethical leadership on subordinate behavior and performance. At the individual level, the study found that ethical leadership can improve employees' work performance, organizational citizenship behavior, creativity and voice behavior (Walumbwa hohmubroeck, 2009). At the same time, ethical leadership reduces unethical and deviant behaviors of employees (Avey et al, 2011). At the team or organizational level, ethical leadership can improve team creativity, team effectiveness, civic behavior, team cooperation and decision-making effectiveness, and make organizational members have a more optimistic attitude towards organizational development.

Inspiration of Ethical Leadership Theory to Managers

In short, ethical leadership is based on people's correct understanding of organizational ethical values and relatively mature ethical values. Leaders in the organization set an example in a certain way of moral management, thus comprehensively influencing their subordinates. Different from the traditional leadership research, the ethical leadership theory mainly emphasizes the importance of leaders' two-way communication with their subordinates by establishing ethical role models (Brown et al, 2005). In other words, ethical leadership focuses on the active influence of leaders themselves on the moral and immoral behaviors of subordinates in the organization. Although the existing research has elaborated the connotation of ethical leadership and explored the results and mechanism of ethical leadership, there are still some defects. First of all, the definition of the concept of ethical leadership is inconsistent and vague, which to some extent hinders our understanding of ethical leadership and its relationship with relevant variables (Eisenbeiss, 2012). Future research needs to define "ethics" in organizational context in more detail, so as to show the meaning of ethical leadership more comprehensively. Secondly, from the existing research, the academic community has not developed a widely recognized measurement tool. At present, scholars still have great disputes on the content and structure of the scale, which hinders our grasp of the connotation of ethical leadership. Future scholars can carefully select appropriate measurement tools according to specific research problems. More importantly, scholars should strengthen the in-depth exploration of the concept and composition of ethical leadership, so as to develop and improve the multi-dimensional measurement tools of ethical leadership. Thirdly, the existing studies mainly focus on the effect of ethical leadership, but pay insufficient attention to the dependent variables of ethical leadership. Only a few studies have mainly examined the impact of leaders' personal factors on shaping and promoting ethical leadership, while to some extent, they have neglected the important impact of many other important situational factors (such as organizational climate, leadership support, etc.) on ethical leadership. Finally, the mechanism of ethical leadership needs to be further improved. Based on social learning theory or social exchange theory, most scholars have explained the mechanism of the impact of ethical leadership on

employees. However, future scholars need to consider some new perspectives to more fully explain the potential mechanism of ethical leadership (Brown and Trevino, 2006).

The reason why ethical leadership is highly valued in the current theoretical research and management practice is that it is crucial for the organization to achieve sustainable and healthy development. Due to the frequent occurrence of corporate scandals in recent years, people have paid high attention to the social responsibilities of leaders and enterprises. As a result, ethical leadership has gradually gained popularity

Extensive attention, through in-depth analysis of ethical leadership variables, helps enterprises to cultivate ethical leadership and promote the healthy development of the organization through reasonable selection of leaders in daily management. In the recruitment process, the organization should show the importance it attaches to ethics. At the same time, organizations can look for various potential evidences of ethical guidance of candidates. Therefore, the organization is more likely to know the moral intentions of candidates and determine their potential for ethical leadership. Because moral leaders are attractive, they can influence the ethical behavior of employees. Therefore, leaders in the organization should be encouraged to accept relevant training programs to let them understand the importance of ethical leadership role and how to become an example for employees. For example, considering the great differences between different industries and types of work, organizations can improve the moral awareness of leaders by using fragments related to possible moral problems in specific industries (Brown and wino, 2006). In short, effective training programs can enable leaders to deal with complex ethical problems in an appropriate way, and set an example to guide subordinate members to conduct ethical behavior. In addition, ethical leadership depends to a large extent on the social learning process. On the one hand, organizations can ensure that leaders have the closest moral example in their work, thus helping them cultivate ethical leadership. On the other hand, leaders should consciously look for appropriate moral models in the organization to continuously improve moral awareness and moral management skills. Through

training, leaders can also learn from moral models and impart the knowledge of moral models to broader leaders (Brown and Trevino, 2006).

Ascription Demand Theory

The Formation and development of Attribution Demand Theory

In 1995, Roy Baumeister first proposed that "the need to be" is one of the most basic motivations of human beings, and the need-to-be theory based on this theory was formally formed. Through the development of this theory by scholars such as Twenge and DeWalle, the theory of attribution needs has been applied to research fields such as psychology, clinical medicine, sociology, management, and has been further enriched and extended. The number of citations of this theory has increased year by year in the past two decades, reaching more than 4000 by 2017 (see Figure 2.3). The theory of attribution needs has developed into one of the mature and classic motivation theories.

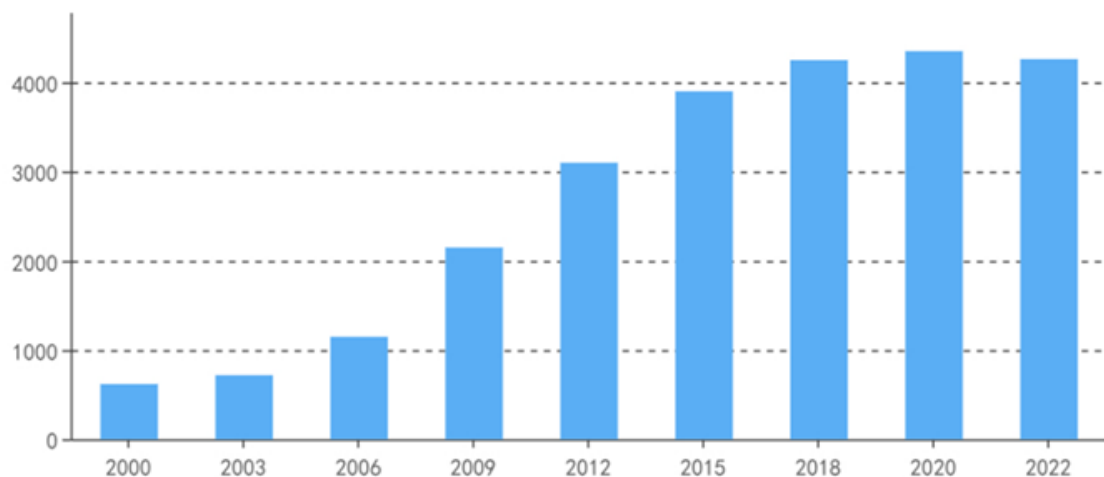


Figure 2.3 Number of citations of attribution theory

(Data source: It is compiled based on Google scholar data, and accurate matching is used in search.)

People first have the instinct to belong to a certain group. According to the evolutionary theory, group relations are conducive to the survival and reproduction of the race, so people try to integrate into the group and protect themselves based on the drive of self-evolution (Rofe, 1984). The famous psychologists Freud and

Bowlby, on the other hand, from the psychological point of view, the motivation of inter-master communication comes from sexual drive or Oedipus complex. In Maslow's hierarchy of needs, the need for belonging is reflected in the desire to be needed, accepted and recognized by the group, and it is based on the individual's material needs to be satisfied. It can be seen that researchers in various fields do not have a unified perspective on the definition of attribution needs, and all of them are conditional and situational. Until Baumeister and Leary put forward the attribution demand theory, which clearly defined the attribution demand as "the underlying driving force for people to shape and maintain a minimum, long-term, positive and meaningful social connection". Their description of the concept of belonging needs has always been centered on its two essential characteristics of universality and foundation, and they believe that it can fundamentally explain human motivation and behavior. Subsequently, many scholars further extended their views. Ryan and Deci pointed out that the need for belonging refers to the need for individuals to feel connected with others, be accepted, respected and cared for, and be valuable to others. Fiske proposed from a systematic perspective that the need for belonging should be the most important and basic social motivation of the team. According to the existing research on attribution demand theory, Baumeister and Leary's definition of attribution demand is still the mainstream and has been widely used.

Research on the Theory of Attributive Demand

Baumeister stressed that the exploration of the theory of belonging needs must be clear about its essential difference from other concepts of demand motivation (such as attachment theory). First of all, according to the attachment theory proposed by Bowlby, people's social needs can be traced back to their attachment relationship with their mothers in infancy, all of which are to seek the emotional connection of affinity or intimacy. The core difference between belonging needs and attachment needs is that attachment needs emphasize individual differences, while belonging needs emphasize their commonness, which is the basic motivation after all social communication behaviors; The attachment demand itself has a certain degree of subordination or dependence, while the attribution demand has a wide range. In addition, the need for belonging is both related and different

from the need for power and achievement (Baumeister and Leary, 1995). In essence, the pursuit of power, achievement or social identity by individuals is to build a favorable and happy social system. From this perspective, the need for belonging is the root of these other social needs. In order to deepen the understanding of the essence of the concept of attribution needs, researchers began to explore systematically the problem of "how to meet the attribution needs". The research of Mouratidis and Sideridis found that students' social development goals can make them feel more belonging and less loneliness in school. Levett-Jones and Lathlean's research reveals the positive role of positive teacher-student relationship in improving students' sense of belonging. They believe that a positive teacher-student relationship can send a signal of "acceptance, recognition and attention" (Levett-Jones and Lathlem, 2009), so as to meet students' belonging needs and promote their learning and social motivation. Vente, based on the attachment theory model, points out that the insecurity of individuals is an important inducement to the stripping of their belonging needs. The results show that there is a correlation between the sense of attachment security and the need for belonging. In addition, a recent study shows that inclusive leadership can ensure leadership behaviors such as fairness and joint decision-making while maintaining the independence of members, and activate the sense of belonging of team members (Randel et al., 2018). The variable exploration of employee's sense of belonging is obviously directly related to relevant training or intervention issues, and has a profound impact on management practice, so it needs to attract more research attention.

In recent years, the research on the theory of attribution needs has shifted to the application level. Baumeister and Leary pointed out that the motivation of attribution needs can have a complex and strong impact on the emotional state, cognitive process and group behavior of individuals. Under the guidance of its theory, later scholars carried out empirical research on this impact mechanism. Research shows that the need for belonging can stimulate individual team cooperation and learning behavior, respect, creativity and job satisfaction (Borrott et al., 2016). In addition, the stripping of attribution needs (such as personal rejection, belongingness accommodation, social exclusion) has a great impact on individual behavior,

cognition and physical and mental health. From the perspective of behavioral response, individuals may show aggression when they are rejected or rejected, and take more self-defense behaviors and less prosocial behaviors (Twenge et al., 2007). From the perspective of its impact on the cognitive mechanism, the need for belonging will affect the individual's cognition, thinking ability and cognitive function of the team (Carvallo and Pelham, 2006; Twenge et al, 2003). The need for belonging theory is also applied to the experimental research on social exclusion. The research results show that individuals who are socially excluded are more likely to have emotional reactions such as depression, anxiety, loneliness, distrust, jealousy or regret, and even directly lead to mental diseases such as depression (Sargent et al., 2002; Brown et al., 2007) because of the need to be frustrated due to belonging.

Finally, the researchers also conducted research on the mediating and regulating mechanism of the effect of attribution demand. Mello's research found that loneliness is an intermediary factor between the individual's unsatisfied need for belonging and life satisfaction. Tweng has tried many times to test the mediating effect of emotional factors on the negative behavior results caused by deprivation of attribution needs through experimental research. The results show that individuals do produce corresponding negative emotions or behaviors when attribution needs are not met. MacDonald and Leary believe that the fundamental reason is that individuals may have emotional passivity after social exclusion to cope with the imbalance of the emotional system. Dewal, from the perspective of cognitive factors, points out that hostile cognition plays a mediating role between social exclusion and aggressive behavior. Randel's research on inclusive leadership shows that subordinates' sense of belonging to the team can strengthen their team identity and further bring positive work results (including improving work performance, innovation, low turnover rate, etc.). In addition, in terms of regulatory effect, Cremer pointed out that the size of the team has a regulatory effect on the relationship between individual needs for belonging and cooperative behavior. Cornelis' research examined the moderating effect of leadership empathy on subordinate's attribution needs and leadership's fairness. Attribution demand is also more often used as a situational factor to explore its mechanism. Baskin's research found that the satisfaction of

belonging needs can buffer the negative effects of high loneliness of young people and protect their physical and mental health. Based on the theory of resource conservation, high considered the situational role of belonging needs in transforming social support into organizational embeddedness and social embeddedness. The results show that the satisfaction of belonging needs can have a positive regulatory effect on the individual's organizational or social embedding process. In the future research, we can take the theory of attribution needs as the core, develop a more systematic theoretical model framework, pay more attention to the balance between theory and practice in the experimental manipulation of individual attribution needs, and carry out new theoretical exploration in combination with the changing social environment.

Inspiration of Attribution Theory to Managers

The outstanding value of attribution demand theory lies in its universality and foundation. From the micro level, it drives the common motivation of individual social interaction, and more generally, the need for belonging can also solve the complex cultural, political, religious and other macro-level factors in human society. For example, whether at the national or individual level, the pursuit of political power is essentially based on the need to be recognized and connected by others (Baumeister and Leary, 1995). Because of this, the theory of attribution needs can be paid attention to by many research fields, including psychology, sociology, and become one of the classic motivation theories. However, at present, there are still many controversial points in the relevant research of attribution demand theory. Among them, the main research problem is that the effect of attribution needs on individual emotions and cognition is not uniform. Although a large number of research results have shown that the deprivation of belonging needs will bring negative emotional consequences such as anxiety and depression (Van Beest and Williams, 2006; Brown et al., 2007), there are also inconsistent results under the relevant experimental scenarios, such as the deprivation of belonging needs has no significant impact on the positive emotions of individuals (Dewall and Baumeister, 2006), or has a positive arousal effect, such as the death of individuals, They may be more sensitive to social information processing and thinking processing, but activate

their cognitive function (Nolan et al, 2003). Therefore, more powerful research evidence is needed for the specific mechanism of attribution needs affecting individual emotion and cognition. However, many scholars agree that the need for belonging is all the psychological motivations of each individual in different situations. Therefore, expanding the research group (especially workers from all walks of life) and deepening the more specific realistic situation are two important directions for the future research of attribution demand theory. Only in this way can the concept of attribution demand reflect the theoretical essence of both "individual differences" and "psychological commonness", and improve the explanatory power of attribution demand theory.

In short, since the theory of attribution needs was put forward, its research has mainly focused on the fields of psychology and sociology, focusing on the value of its theory or clinical application. Recently, however, researchers have begun to project the need for belonging into the work situation, discussing how the individual's sense of belonging in the work affects the organization's sense of embeddedness, sense of fairness, pro-social behavior, and job satisfaction. It can be seen that it is very important to recognize that employees' belonging needs are the powerful factors that determine their work behavior and status, and to effectively motivate managers. Singh's research found that belonging needs, as a basic personal resource, can play an additional role in organizational resources (perceived social support). This shows that managers should also take into account the individual differences in attribution needs when allocating limited organizational resources, so as to further improve management efficiency. In addition, managers should pay attention to the cultivation, accumulation and development of individual sense of belonging in their work, for example, treat employees with respect and sincerity, build an organizational or team atmosphere of fairness, mutual assistance and care, coordinate the fit of individual and organizational values, and reduce policy exclusion or moral exclusion in the organization. This beneficial interaction and development between individuals and organizational resources has become the driving force for the long-term development of the organization. However, it is worth noting that attaching importance to the cultivation of employees' belonging needs should not

be "seeking common ground without reserving differences". In fact, while pursuing the sense of organizational belonging, employees also instinctively emphasize their self-identity (Hornsey and Letten, 2011). Therefore, overemphasis on the need for belonging may break the interactive mechanism of these two psychological needs. Managers need to pay attention to trade-offs in the process of motivation, and balance the needs of employees to belong and need to be different. Especially in the context of Chinese culture that emphasizes collectivism, harmony and other value orientations, overemphasizing the sense of belonging of employees may bring negative effects to the organization. For example, too much peer pressure may make individuals dare not "speak out" in the collective, resulting in the oblivion of creative remonstrances and the impact of employees' enthusiasm for innovation. The result will only be that "belonging" will be distorted into "binding". Although the employees are friendly, it is essentially at the cost of losing vitality of the organization and efficiency of management.

Individual-Environment Matching Theory

The Formation and Development of Individual-Environment Matching Theory

Frank Parsons first proposed the perspective of interaction between individuals and organizations in the field of occupational psychology in the past 100 years. In the field of management, Murray and Lewin first introduced the person-environment fit theory. The attrition-selection attrition (ASA) model proposed by Schneider is a landmark development of the person-environment matching model in organizational scenarios. Through the development of Muchinsky, Monahan, Caplan, Chatman, Chatman and other scholars, the theory of person-environment matching has gradually attracted wide attention from the theoretical and practical circles, and the number of citations of the theory has been increasing. Since 2008, the number of citations has exceeded 1000 each year (Figure 2.4).

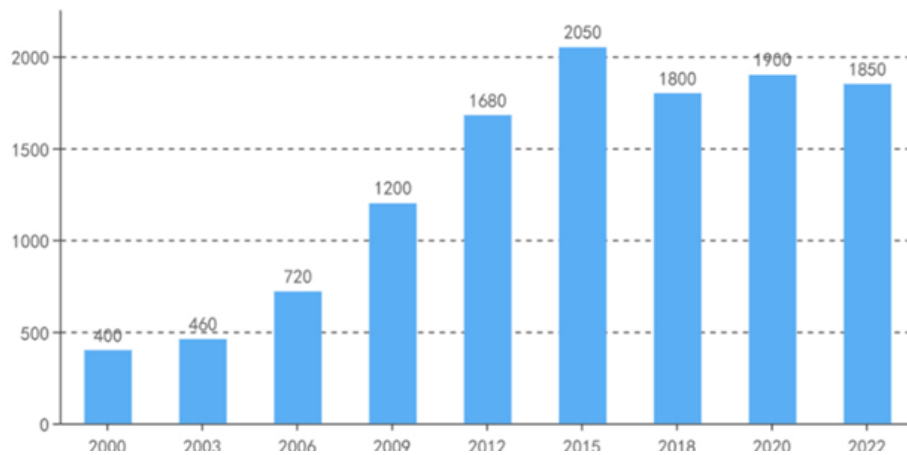


Figure 2.4 Number of citations of person-environment matching theory
(Data source: based on Google Scholar data, accurate matching is used in search.)

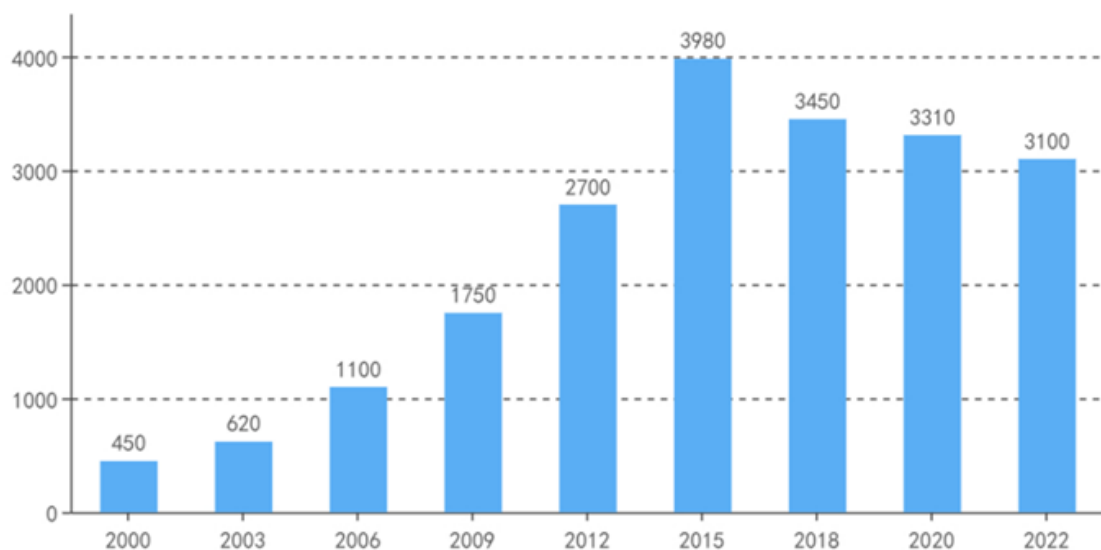


Figure 2.5 Number of citations of service-oriented leadership theory
(Data source: based on Google Scholar data, accurate matching is used in search.)

Robert Greenleaf described service-oriented leadership as follows: “People who are essentially service providers will be regarded as exemplars. The nature of service providers makes them real leaders. They are not granted, nor assumed, and

can also be taken away. (Greenleaf, 1977).” According to Robert Greenleaf’s description, service-oriented leadership is not only a management skill, but also a way of life, starting from a desire to provide services, And the natural belief that can provide services first. Spears, based on the work of Robert Greenleaf, uses ten elements to define service-oriented leadership, namely listening, empathy and healing. Awareness, persuasion, conceptualization, foresight, spirit, commitment to the growth of people, and building community. Laub believes that service-oriented leadership is "leadership behavior that puts the interests of others above their own personal interests". In addition, Patterson put forward seven characteristics of service-oriented leadership, including unconditional love, humility, altruism, vision, trust, empowerment and service. The conceptual framework of service-oriented leadership put forward by these scholars has laid the foundation for follow-up researchers, and a considerable number of researchers have provided empirical support for their conceptual framework (Boroski and Greif, 2009; Crispen, 2004; Winston, 2004). Although different scholars have different definitions of service-oriented leadership and different definitions of the characteristics of service-oriented leadership, we can find that the essential characteristics of service-oriented leadership are altruism and service of leaders. Relevant theoretical research shows that service-oriented leadership is a unique way of leadership, which is significantly different from other types of leadership. For example, some scholars pointed out that service-oriented leadership is different from transformational leadership, authentic leadership, moral leadership, authorized leadership, and spiritual leadership (Smith et al., 2004; Parolini et al., 2009; van Plerendonck and Nuiften, 2011). Service-based leadership is based on the combination of leadership motivation and service needs, which uniquely emphasizes the importance of paying attention to the personal growth of subordinates. Specifically, there are significant differences between service-oriented leadership and transformational leadership in terms of focus, motivation and purpose. The former pays more attention to employees and the latter pays more attention to organizations; The former focuses on altruism and promoting employee growth, while the latter focuses on change and promoting employees to pursue the satisfaction of high-level needs; The former gives priority to the interests of

employees, while the latter pays more attention to the realization of organizational objectives. Service-oriented leadership and authentic leadership have the same characteristics of humility, authenticity and reliability. However, service-oriented leadership focuses on service and altruism, taking into account the interests of stakeholders, while authentic leadership has no such broad connotation. Both service-oriented leadership and moral leadership emphasize integrity, integrity and trust, but moral leadership focuses on guiding subordinates based on organizational norms, while service-oriented leadership emphasizes and attaches more importance to the growth and development of subordinates. Spiritual leadership and authorized leadership can be regarded as one of the dimensions of service-oriented leadership, and the connotation of service-oriented leadership is more abundant.

Relevant Research on the Theory of Service-Oriented Leadership

In recent years, the research of service-oriented leadership has begun to show its practical value to the organization. More and more empirical studies show that service-oriented leadership can play an important role at all levels of the organization (Hunter et al., 2013; Walumbwa et al. 2010). For example, at the individual level, service-oriented leadership can significantly affect the satisfaction, creativity and work investment of subordinates, improve employee performance and organizational commitment, and promote employees to make more organizational citizenship behaviors. At the team and organizational level, service-oriented leadership is conducive to improving team innovation and performance, as well as organizational performance and customer satisfaction (Chen et al., 2015; Neubert et al., 2016). In order to explain the functional mechanism of service-oriented leadership, scholars have tested some possible intermediary variables based on relevant theories. At the individual level, Schneide found that authorization played a mediating role between service-oriented leadership and subordinate work results (satisfaction, organizational commitment and willingness to stay). Walumbwa, based on social learning theory and social exchange theory, tested the mediating role of fair atmosphere, service atmosphere, self-efficacy and supervisor commitment between service-oriented leadership and subordinate organizational citizenship behavior at the team level. Hunter's research based on social learning theory found that service

atmosphere plays an intermediary role between service-oriented leadership and turnover intention, organizational citizenship behavior and sales behavior. On this basis, Chiniara further tested the mediating role of autonomy need satisfaction, competence need satisfaction, and related need satisfaction between service-oriented leadership, task performance, and organizational citizenship behavior. Liden's research found that service leaders can influence employees' creativity and customer service behavior through their organizational identity through service culture. In addition, Neubert's research found that service leaders can influence individual helping behavior and innovation behavior by promoting promotion focus. At the team level, based on the social exchange theory, Ehrhart tested the intermediary role of fair atmosphere between service-oriented leadership and departmental organizational citizenship behavior; Schaubroeck's research found that service leadership affects team psychological security and ultimately team performance through emotional trust; Hu and Liden found that service leadership at team level affects team performance and team organizational citizenship behavior through the mediation of team potential. In recent years, scholars have begun to study the effect of service-oriented leadership at the organizational level. For example, Liden's research found that service culture plays an intermediary role between service-oriented leadership and organizational performance. In terms of adjusting variables, team emotional commitment can promote the impact of service-oriented leadership on team effectiveness (Mahebe and Engelbrecht, 2013); In the team atmosphere, the competitive atmosphere can promote the influence of service-oriented leadership on customer service performance (Chen et al., 2015); The organizational structure can promote the influence of service-oriented leadership on innovation behavior and customer satisfaction (Neubert et al., 2016); Environmental uncertainty negatively regulates the impact of service-oriented leadership on psychological needs satisfaction (van Dierendonck et al., 2014). At present, the moderating variables of the effect of service-oriented leadership are mainly in the context variables, which also need more abundant and systematic research in the future.

In addition, researchers of service-oriented leadership began to build some theoretical models around service-oriented leadership. For example, van

Dierendonck put forward a theoretical model of service-oriented leadership. The model believes that the core of service-oriented leadership is the combination of leadership motivation and service needs. At the same time, personal characteristics and cultural factors will also affect the characteristics of service-oriented leadership. The model also recognizes the two-way influence of leadership and subordinates, that is, subordinate behavior will also affect service-oriented leadership in turn. Based on positive psychology and positive organizational behavior, Searle proposed a multi-level model, that is, service-oriented leadership affects positive behavior at both micro and macro levels, including individual level, team level, organizational level, community level and environmental level, and ultimately affects the improvement of performance. Based on the perspective of social cognition, Sun has built a model that the identity attributes and personal characteristics of service providers jointly affect cognitive and behavioral tendencies, and ultimately affect the two types of service-oriented leadership (namely, service-oriented integrated leadership and service-oriented differentiated leadership). Among them, the different feedback methods received also play a role between cognitive and behavioral tendencies, and organizational context plays a regulatory role in the model. The above theoretical models also need to be tested by more researchers to further enrich the service-oriented leadership theory.

Inspiration of Service-Oriented Leadership Theory to Managers

The service-oriented leadership theory has become a hot field of leadership theory research due to its emphasis on transcending personal interests, caring for subordinates and helping them grow (Parris and Peachey, 2013). In fact, the uniqueness of service-oriented leadership lies in its clear core meaning of taking people as the center, putting employees first, and focusing on the needs and development of subordinates (van Dierendonck, 2011). The particularity of service-oriented leaders lies in their primary motivation to serve ("what do they want to do?") and their self-construction ("who do they want to be?"). It is also this conscious "what do they want to do" and "who do they want to be" that inspire them to become leaders (Sendjaya and Sarros, 2002). The way of service-oriented leadership is based on team-orientation, focusing on serving others, building communities, and

emphasizing team cooperation and power sharing (Walumbwa et al., 2010). Although the research prospect of service-oriented leadership is relatively broad, it also faces some challenges. First of all, Whetstone pointed out that service-oriented leadership itself is too idealistic, and quite a number of documents are normative and prescriptive research, especially the development of service-oriented leadership theory are mostly case descriptive rather than empirical research. Secondly, the word "servant" in service-oriented leadership has a passive, indecisive color, and even loses power. Therefore, managers may be too soft. Finally, Whetstone also believes that service-oriented leadership may lead to the danger of subordinates manipulating leadership. Followers pursue self-interest, growth and development, while leaders pursue the promotion and development of leadership. Service-oriented leaders can focus on the long-term development of the organization with "value" and "vision" on the basis of using "altruism" and "service" to meet the interests and growth of employees, and ultimately achieve their own leadership, which is a win-win path. Finally, it should be noted that service-oriented leadership is only one kind of leadership, and leaders should adopt corresponding leadership methods according to specific situations and subordinate status. Managers should be able to grasp the essence of service-oriented leadership and combine it with other leadership theories, so as to become a truly leading manager.

In short, the previous leadership theory paid more attention to how to "influence" followers, which is a paradigm of power-driven and leadership priority; Service-oriented leaders pay more attention to "service", emphasizing transcending personal interests, caring for service repairers, caring for the interests of followers, and helping subordinates grow. This paradigm shift calls for leaders to adjust their direct positioning. They should not simply deal with their subordinates in a "superior" way, but should change their ideas and lead their followers in a "follower service" mentality. This change of mentality of leaders is more necessary today in the 21st century. With the change of social and cultural concepts and the improvement of followers' educational level, followers expect a more humane, personalized and cooperative leadership style. They hope to get more help, support and strength from leaders. Service-oriented leadership can be said to have emerged at the historic

moment. The emphasis of service-oriented leadership is completely consistent with the needs of its followers. If managers can adjust their mentality, change their leadership style, and pay attention to the interests and growth of followers, they will improve the satisfaction and performance of followers; While managers achieve others. They have also improved their leadership. Although service-oriented leaders emphasize altruism and service and focus on followers, service-oriented leaders are not indifferent to the realization of organizational interests and objectives. Although the interests of organizations, leaders and followers, especially short-term interests, are not necessarily consistent, their long-term interests should not be contradictory, or even consistent.

Transformational Leadership

The Formation and Development of Transformational Leadership Theory

As an important concept of leadership, transformational leadership emerged from the classic book *Leadership*, which was written by James Burns, a political sociologist, in 1978. In this book, Burns tries to link the roles of leaders and employees. He describes leaders as people who try to motivate employees to better achieve common goals. After the development of scholars such as Longshore, Bass, Portugal, Yukl, Judge and Piccolo, the transformational leadership theory has gradually received widespread attention from the theoretical and practical circles. The number of citations of this theory has been increasing. Since 2013, the number of citations per year has exceeded 10000, and has exceeded 2000 in 2017 (see Figure 2.6). It has become one of the mainstream leadership theories.

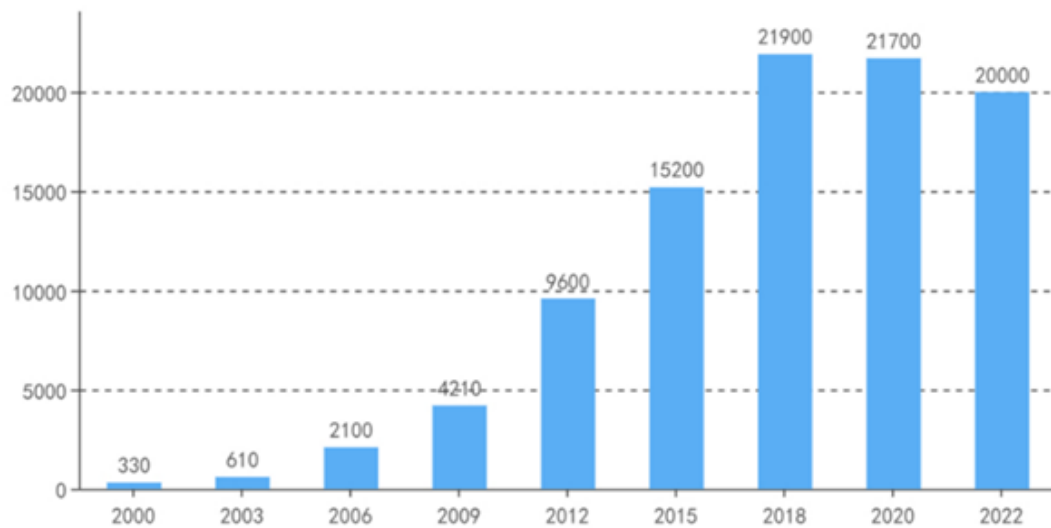


Figure 2.6 Number of citations of transformational leadership theory

(Data source: based on Google Scholar data, accurate matching is used in search.)

The scholar Downton believes that the influence of leaders on subordinates is based on different levels such as transaction or commitment, and puts forward the leadership behavior that affects the psychological level of subordinates. His research can be regarded as the source of transformational leadership research. Inspired by Downton, Burns put forward a relatively clear definition of transformational leadership in his book *Leadership with political leaders* as the research object. Burns believes that transformational leadership is a pursuit of higher organizational goals. Leaders and their subordinates change their original values, interpersonal relationships, organizational culture and behavior patterns, and unite with higher motivation and morale, The process of transcending personal interests. In this regard, Burns emphasized the four key points of transformational leadership, namely, empowerment, decision making, consensus and strong culture. Later, Longshore and Bass initially constructed the transformational leadership theory in the book *Leadership and Performance Beyond Expectation*. Longshore and Bass believe that transformational leadership is to make subordinates realize the importance of their tasks, stimulate their high-level needs, establish an atmosphere of mutual trust, and

urge them to sacrifice their own interests for the benefit of the organization, and achieve results that exceed the original expectations. Bennis and Nanus explained the connotation of transformational leadership. They called leaders who have the ability to lead people's actions and pay attention to cultivating and developing their subordinates' abilities to become the driving force for promoting organizational reform transformational leadership. They believed that transformational leaders are good at using power and circumstances and other favorable factors to stimulate the willingness and ability of subordinates to seek innovation and change, so that organizations can adjust their own operation mode in the face of rapidly changing environment. Bass, on the basis of previous research, further proposed four main factors of the transformational leadership model: charm or idealized influence, motivation, intellectual stimulation and individual care, and developed the Multi-factor-Leadership Questionnaire. After a large number of scientific tests, the questionnaire was unanimously believed to have high reliability and validity. In addition, Leithwood defines transformational leadership as: leaders provide vision as the internal incentive, improve and enhance members' ideas in the actual operation process through sharing, investment, enthusiasm and stimulation, and then make members full of hope for the future. Leithwood and Jantzi built a transformational leadership model, which consists of six dimensions: vision or inspiration, model behavior, commitment to group goals, individual support, intellectual stimulation, and high performance expectations. The six-factor transformational leadership scale developed by Leithwood has also been unanimously recognized by relevant scholars. Since the 1990s, on the basis of the transformational leadership theory proposed by Bass, researchers have fully explored the conceptual framework of transformational leadership, which has laid the foundation for subsequent extensive empirical research. Although researchers have different emphasis on the definition and construction dimensions of transformational leadership, they have reflected common points in many aspects, such as leaders' stimulation of subordinates, improvement of employees' solving ability Strengthen organizational culture and organizational emotion.

As two important concepts in leadership theory, transformational leadership is significantly different from transactional leadership. Burns showed in his book "On Leadership" that leadership is a continuum, with transformational leadership at one end and transactional leadership at the other. Burns believes that transactional leaders exchange rewards and work results, which is a short-term exchange result. It emphasizes that the relationship between subordinates and leaders is a reciprocal exchange based on economic, political and psychological values. Through the further elaboration of leadership theory by scholars, it is found that transformational leadership and transactional leadership differ in terms of purpose, methods, organizational behavior characteristics and the interaction between leaders and members (Hater and Bass, 1988; Bass and Avolio, 1994; Podsakoff et al, 1996). In general, 1) transactional leaders emphasize work standards and work-oriented goals, efficiency and speed of task completion, and focus on work; The transformational leadership advocates personalized management and focuses on personalized care. 2) Transactional leaders pay attention to standards and norms, emphasize process monitoring, and correct employees' behaviors that do not meet requirements and standards; The transformational leadership focuses on empowerment, work vision, and organizational culture cultivation, emphasizes the use of the organization's bright development prospects to motivate employees' internal motivation, and has a positive impact on group members through personal charm. 3) Transactional leaders pay attention to the cultivation of ability, loyalty and trust, like stable and sustainable development, and work in a fixed environment; The transformational leadership can instill the values of respect and honor into the subordinates, like challenges and risks, encourage employees to rethink the situation in a rational way, and work in innovative ways.

Relevant Research on Transformational Leadership Theory

The effectiveness of leadership does not only depend on the unilateral factors of leaders, and the study of leadership theory should also focus on the interaction between leaders and subordinates. Therefore, scholars have conducted in-depth discussions around the mechanism of transformational leadership. For example, there is a significant positive correlation between the personalized care of

transformational leaders and organizational citizenship behavior (Van Dyne et al., 1994); Transformational leadership can significantly increase employees' satisfaction with the organization, enhance their organizational commitment, promote the generation of organizational citizenship behavior, and help improve employees' creativity and promote the emergence of innovative behavior (Podsakoff et al., 1990); There is a significant positive correlation between transformational leadership and employee organizational commitment (Dubinsky et al., 1995); The relationship between transformational leadership and organizational unit level performance is regulated by the level of innovation support, and transformational leadership style is a key predictor of organizational innovation performance (Howell and Hallmerinda, 1999); In addition, a series of empirical studies show that transformational leadership has a significant positive impact on employees' organizational learning behavior, innovative behavior, and extra-role behavior (Lowe et al., 1996; Garcia Morales, 2006).

In order to further explain the mechanism of transformational leadership, in recent years, scholars have also tested some important mediators and moderators. A large number of empirical studies show that factors such as internal motivation, leader-member relationship, creative role recognition and self-efficacy play a mediating role between transformational leadership and employees' creativity (Wang et al., 2013); Transformational leadership can influence enterprise performance through enterprise life cycle, organizational commitment, organizational learning and innovation (Garcia-Morales et al., 2012); Transformational leadership can also influence employees' work attitude through team learning, and work skill elements can adjust this influence (Wang et al, 2013). With the continuous enrichment of transformational leadership theory, more and more scholars began to focus on the mechanism of transformational leadership in different situations. The expansion of the empirical research on transformational leadership benefits from its constantly developing theoretical model. Day summarized a competitive charismatic transformational model in *The Essence of Leadership*, which mainly includes the trait theory of charisma, self-image and charisma, and visionary leadership. Posner and Kouzes, in *The Five Practices of Executive Leadership*, built a leadership model including five factors: setting an example, sharing a vision, challenging the current

situation, making people behave and inspiring people. This is also derived from the transformational leadership theory (Posner and Kouzes, 1993). Lewin believes that transformational leaders need to take measures to resist resistance and enhance driving force to break organizational inertia and promote organizational change. Later, Kotter expanded Lewin's three-stage model into eight clearly defined steps in the book *Leading Change*. Successful change benefits from orderly change steps. Transformational leaders should focus on every factor required to successfully implement major changes, enable people to accept changes emotionally, eliminate those factors that may become negative forces, and strengthen behaviors consistent with the goals of change. In addition, Herold also combined leadership theory with organizational change theory to expand the theoretical research of change leadership focusing on behavior-oriented.

Inspiration of Transformational Leadership Theory to Managers

The transformational leadership theory has made a broad, in-depth and specific exploration of the role of leaders in the organization, which is detailed to the individual level and involves the cultural concept of the entire organization. In the collective, leaders play the role of mainstay, but their relationship with employees is interactive. In terms of leadership effectiveness, the work vision put forward by leaders for team development can stimulate the enthusiasm of subordinates and lead the organization to success. It can be said that transformational leadership theory has become an indispensable part of leadership research, and has been proved to bring higher employee satisfaction and job performance. Of course, there are also some problems and deficiencies in the current theoretical and empirical research on transformational leadership. First of all, transformational leaders play a direct role in creating changes and proposing new directions, so that they can exert strong influence on their subordinates, and their subordinates will also show their trust and respect. However, some transformational leaders may have an excessive "narcissistic" tendency, indulge in power and control, and even abuse power (Stone, 2003). Secondly, transformational leadership involves changing the values of subordinates and establishing a new vision for them. However, transformational leadership theory itself lacks moral considerations. Therefore, if such new values and

vision run counter to social ethics, the charismatic characteristics of transformational leadership may be used for anti-social or destructive purposes. It can be seen that positive transformational leaders must have a solid moral foundation. Only "authentic" transformational leaders can be loyal to the values of justice and equality and produce positive changes and impacts.

Different from previous leadership theories, transformational leadership theory makes leaders have a deeper understanding of leadership. The transformational leadership theory extensively describes the process of leadership. Although transformational leadership plays a central role in the whole process of organizational improvement, leaders and employees are closely connected in the whole process of improving individuals. The transformational leadership theory advocates that leaders should put forward a clear and clear vision for employees and advocate employees to implement changes to achieve the vision. An important part of creating a vision is to develop a platform to describe the vision and its connotation value. This vision should not be imposed on the team by leaders, but stems from the needs of the team. It is fully participated and discussed by all relevant members of the team, and takes into account the interests of all relevant members of the team and their adaptation to the team environment. Therefore, managers need to create a good vision so as to lead the team to success. In addition, the transformational leadership theory regards leadership as a process of interaction between leaders and employees, and emphasizes the exemplary role of leaders to subordinates. Then, managers must first pay attention to their own behavior, be brave to assume responsibilities and risks, play a role of exemplary leadership for their subordinates, and effectively guide them to unite and overcome difficulties in an uncertain environment. At the same time, managers must always focus on the needs of subordinates, fully understand the personalized needs of subordinates, and provide challenging work and intellectual incentives to subordinates. Through these processes, the needs of managers and subordinates will be unified into the team's goals, and the team will work together to achieve common goals. In a word, the transformational leadership theory has strong inclusiveness, which includes multi-level and multi-angle views in the leadership process. Therefore, the

transformational leadership theory is not only applicable to recruitment, selection, promotion, training and development, but also to improving team development, decision-making, quality innovation and institutional restructuring.

Saggiovanni's Thought of Moral Leadership

Thomas J. Saggiovanni is one of the most influential theorists in the field of educational management in the United States at the end of the 20th century, and also a representative of the non-mainstream subjectivism school of educational management in the contemporary West. Since the 1980s, Saggiovanni has been conducting qualitative and humanistic research on education management under the paradigm of critical theory. His theory adopts a critical yardstick and advocates self-reflection in the research process to diagnose and evaluate modern school management. Although there are many concepts in Saggiovanni's works, the most important of these concepts is "moral leadership". Thomas J. Saggiovanni's theory of moral leadership has gone through a difficult process from its introduction to its promotion. Saggiovanni's moral leadership theory was put forward against the tough leadership model of industrial organizations and the leadership model based on leadership skills only. By reflecting on the traditional rationalist view of leadership, Saggiovanni expanded the framework and content of rational and scientific leadership, studied leadership from the perspective of values and sensibility, and put forward the concept of "moral leadership" on the basis of analyzing the source of leadership authority. In the book "Moral Leadership: Getting To The Heart Of School Improvement" published in 1992, Saggiovanni completely put forward the idea of school moral leadership. In this book, Saggiovanni made a comprehensive reflection on the traditional concept of leadership, criticized the leadership concept and leadership structure that had long been considered as a matter of course, and demonstrated the necessity of putting moral leadership at the core of school leadership. Saggiovanni pointed out that school improvement, as the goal of school leaders, makes leaders focus on financial management, control, teaching reform, etc., but the effect is not so ideal. Therefore, moral leadership must be placed at the core of leadership, and the "moral" leadership authority can produce greater power, so that the school can reach the state of governance without governance. To sum up,

the ideological content of Sargiovanni's moral leadership has several meanings: 1) We should not only attach importance to the "secular authority" derived from legal rules, but also attach importance to the "sacred authority" derived from emotions, ideals and community norms. 2) Human emotions, values, and connections between people are important incentive resources. 3) Leaders cannot only rely on the bureaucratic authority given by the system and master interpersonal skills to gain psychological authority. The other two kinds of authority, professional authority and moral authority, may have greater power. 4) Leaders should be good at finding "substitutes". The commitment of the members of the organization to the community values, the professional pursuit of teachers, the joy of the work itself and other factors can replace leaders, so that teachers can achieve the state of self-management leadership, and ultimately not lead. 5) To establish a "follow" mentality, principals and teachers should become believers in values and self-cultivators together. 6) Further understand team spirit. Team spirit not only refers to the warm interpersonal relationship and the joint work arranged by the school, but also refers to the sense that teachers feel necessary and responsible to work together and share results. 7) The practical goal of moral leadership is to make principals and teachers become stewards of schools and service providers of value purposes.

Sargiovanni's criticism of leadership behavior and the value system behind it, as well as his in-depth exploration of the concept of moral leadership after the criticism, have shown people the powerful charm of the critical theoretical paradigm of education management. Moral leadership is considered to be an effective way to solve various deep-seated problems between society and school in the new era. Admittedly, the research object of this study is the graduate supervisor in the school system. China's graduate education management implements the tutorial responsibility system. The model of independent management of the supervisor needs the support of a broader leadership authority foundation and value system. The idea of introducing Sargiovanni's moral leadership of ideological innovation graduate supervisor's moral leadership is in line with this feature of graduate education management and meets the needs of graduate education management, It

is of great theoretical and practical significance. The theoretical basis of moral leadership also adopted in this study is the thought of "moral leadership" of Saggiovanni. Under the guidance of this thought, this study believes that moral leadership includes the following aspects: 1) moral authority is the primary internal core authority of a leader, and a leader with noble moral conduct will inevitably have great charisma. 2) Professional empowerment is a booster for leaders to achieve sustainable development in the industry. A leader with high attainments can produce a good professional demonstration. 3) Leaders should be good at finding "substitutes", establish a moral and normative community learning organization, lead through value guidance, and achieve leadership with the power of culture. 4) The practical goal of moral leadership is to achieve good governance, let leaders and leaders form team strength, commit to the development of the organization, and finally become loyal service providers serving the development of the team organization.

Chinese Traditional Thought of Rule of Virtue

The idea of moral leadership is easy to be associated with "running the school by virtue". Running the school by virtue is the extension of the idea of running the country by virtue in school management. If the idea of "running the country by virtue" is to be implemented in education administrative departments and grass-roots schools, the problem of "running the school by virtue" cannot be avoided. The thought of rule of virtue has a profound impact on our social life. Such a deep-rooted thought has also been impacted and challenged in the period of social transformation. We are in an era of "value revaluation". For the moral leadership of principals, the deep soil of the traditional thought of rule of virtue is a benefit, but on the other hand, it is also an obstacle. The rule of virtue is a deep cultural structure and a reflection of social existence such as social economic life, political life and cultural life. First of all, the natural environment is the necessary external condition for the formation and development of the idea of rule of virtue. Different from the religious and ethical moral governance model of the separation of politics and religion in the scattered oceanic export-oriented countries, the unified continental introvert-oriented countries have formed the patriarchal hierarchy and

ethical moral governance model of the same structure. Secondly, the social and historical environment is the necessary internal basis for the formation and development of the idea of rule of virtue. In general, China's traditional society is based on natural economy and agricultural civilization, connected by blood families, and centered on imperial power. It is a "vertical subordination type" family state isomorphic "family bureaucracy" social structure.

In Chinese history, the state organization and the patriarchal family are highly coordinated, and the patriarchal family is composed of blood relationship as a natural link. The family connects the patriarchal relationship and the hierarchical system through kinship, and becomes the epitome of the country; The country is the supreme ruler of numerous patriarchal families, so that "family" and "country" are unified. This system was formed at the end of the primitive clan society, and strengthened and institutionalized in the slave society and feudal society. The organizational principles of patriarchal families are the same as those of feudal countries. The rulers used a unified ideology to adjust the relationship between the patriarchal family and the state organization, making the patriarchal family a basic unit of the feudal country. Among them, bureaucratized Confucian scholars play an important organizational role. On the one hand, they use Confucianism to govern the country, and on the other hand, they use Confucianism to govern the family, so as to coordinate the two. The family relationship established based on the concepts of filial piety, fatherly kindness, and obedience to women is a microcosm of the social relationship of the country with respect to the obedience of the people, the benevolence of the monarch, and the loyalty of the ministers, which greatly strengthened the management of the patriarchal family in the feudal country, and the patriarchal family in turn greatly consolidated the foundation of the feudal country.

In the traditional thought of rule of virtue in China, to govern by virtue is an important political ethical thought of Chinese Confucian culture and the leading principle of governing the country. In the Spring and Autumn Period and the Warring States Period, "virtue" has become a political and cultural proposition of common concern to different schools, and also a political and cultural banner held high by

different schools. Laozi is famous for its "morality", commonly known as "Tao Te Ching"; "Gongsun Chou Shang" advocates "to conquer people with virtue"; Zhuangzi emphasizes "taking virtue as the foundation"; Confucius also emphasized the use of morality to govern the country. For example, he put forward that "to govern with morality, such as the North Star, is surrounded by many stars." It can be seen that the key point of governing with morality is to govern the country by virtue, because the social structure of the same structure of family and country presents a special feature, that is, the whole society has only vertical differential relations, and lacks horizontal checks and balances. The idea of governance reflecting the social structure without checks and balances can only rely on the subjective (including the ruler and the ruled) moral cultivation of the ethics. Therefore, over the ages, great importance has been attached to morality in the selection and assessment of leaders. Confucius believed that the actions of rulers to attract people based on their self-cultivation were the most critical. Ji Kangzi, a nobleman of the State of Lu, asked Confucius to govern, and replied, "The political man is also upright. Who dares not to be upright when Zi Shuai is upright?" (The Analects of Confucius Yan Yuan) The key to governing is to cultivate and correct oneself. Therefore, politics is a kind of influence on people, and doing politics is an educational activity to improve oneself and thus influence others. Confucius believed that as a monarch, self-cultivation is very important. Only by self-cultivation and self-cultivation can we be upright and secure the people. The people can only be convinced by appointing talented people and honest people; On the contrary, the people will not accept the appointment of those who are not virtuous. This thought of Confucius was affirmed and developed by Mencius. Mencius once said, "The Son of Heaven is not benevolent and does not protect the world".

Context of Kindergarten

Gan Chao. (2022). proposed that emphasizing the scientificity and standardization of kindergartens, the head of the kindergarten, as the leader of the kindergarten, plays a crucial role in the quality of education in the kindergarten. In the process of education, it is necessary to implement the national education policy,

follow the principle of combining care and education, follow the characteristics and laws of young children's physical and mental development, implement comprehensive education in terms of morality, intelligence, physical fitness, and beauty, promote the harmonious development of young children's physical and mental health, and provide scientific parenting guidance to parents of young children (Gan Chao et al., 2022).

Shi Li. (2013). pointed out the need to comprehensively improve the quality of kindergarten teachers, build a high-quality teacher team that is good at caring and teaching, and cultivate high-level kindergarten teachers who love preschool education, are child-centered, talented, and skilled in caring and teaching (Shi Li et al., 2013). Lv Wu. (2017). proposed that we should guide teachers to be moral, learn, teach and moral, adhere to the unity of teaching and educating people, words and deeds and teaching by example, focus on asking questions and paying attention to society, Academic freedom and academic norms, strive to be good teachers with "Four Haves", and wholeheartedly be a guide for students to temper their character, learn knowledge, innovate their thinking and contribute to the motherland (Lv Wu & Liu Yidong, 2017).

Wang Shengping. (2018). focus on cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor (Wang Shengping et al., 2018). Zhou Panwei. (2020). pointed out this requirement as an important basis for the construction and management of the kindergarten principal team, as well as the training of principals (Zhou Panwei & Feng Xin, 2020).

Wang Mo. (2018). proposed that in the process of kindergarten education, it is pointed out that kindergarten teachers are professional personnel who fulfill the responsibilities of kindergarten education and teaching, need to undergo strict cultivation and training, have good professional ethics, and master systematic knowledge and skills. It puts forward the basic concepts of teacher ethics first, children first, ability first, and Lifelong learning, and puts forward corresponding requirements for Preschool teacher in terms of professional concepts and teacher ethics, professional knowledge, professional ability, and serves as an important basis

for kindergarten teacher training, access, training, assessment, and other work (Wang Mo et al., 2018).

Yang Nan. (2022). proposed that in the process of running kindergartens, it is necessary to clearly stipulate that kindergartens in China should implement the principal responsibility system, and in the care and education work of kindergartens, it is pointed out that kindergartens should implement the principle of combining care and education, create a harmonious environment that is suitable for the education and development of young children, and guide the healthy development of young children's personalities (Yang Nan, 2022).

Guo Yuanyuan. (2015). proposed that kindergarten education is an important component of basic education and a foundational stage for school education and lifelong education in China. All types of kindergartens in urban and rural areas should start from reality and implement quality education according to local conditions, laying a solid foundation for the lifelong development of young children. Kindergartens should closely cooperate with families and communities, connect with primary schools, comprehensively utilize various educational resources, and jointly create favorable conditions for the development of young children (Guo Yuanyuan et al., 2015).

In short, in the new historical period, various levels of society and the state have distinct characteristics of the times for kindergarten education. Among them, there are both national requirements for professional ethics among kindergarten educators, as well as moral construction standards formulated by kindergartens themselves. There are social expectations for professional ethics in the early childhood education industry, as well as the personal needs of young children for good teachers. Therefore, in order to improve the quality of early childhood education and talent cultivation, it is necessary to strengthen the construction of the team of kindergarten managers, adhere to moral education as the first, establish morality and cultivate people, and integrate the socialist core value system into the entire process of national education; We should improve the overall quality of Preschool teacher and fully mobilize all forces to develop preschool education; Strengthen the education of teachers' professional ideals and ethics, and enhance

the sense of responsibility and mission of teachers in teaching and educating people. Deepen teacher education reform, strengthen teacher ethics cultivation and teaching ability training, and improve the quality of teacher training.

Related Research

Wu Guoliang. (2018). introduced relevant Ethical leadership theories. On the basis of analyzing the theoretical connotation of Ethical leadership, the study further explored the content of school Ethical leadership theory and the implementation strategies under the natural state by combining the western Ethical leadership theory with the reality of education in China, This series of research is conducive for later scholars to comprehensively grasp the ideological connotation of Ethical leadership from the actual situation of China's education (Wu Guoliang, 2018);

Li Pei. (2016). made a feasibility analysis on the introduction of Sargiovanni's Ethical leadership in the context of Chinese culture. Relevant researchers have given that Chinese traditional culture has the basis for the implementation of school Ethical leadership. China has not simply relied on the rule of law for management, and the theory of Ethical leadership has gained rich experience and achievements in many educational management practices in China. In addition, some researchers compared and differentiated the western Ethical leadership theory with the moral enlightenment in China's traditional culture, gave evidence and explanation from the level of social and economic development, the differences between Chinese and western traditional cultures and values, and criticized and questioned the applicability of Sargiovanni's Ethical leadership in the Chinese cultural context (Li Pei, 2016).

Lv Xiaoyan. (2011). discussed the domestic traditional Ethical leadership thought, including Tao Xingzhi's educational Ethical leadership thought of fraternity, Laozi's Ethical leadership thought and Confucian educational thought represented by Confucius (Lv Xiaoyan, 2011). Peng Hongbin. (2012). pay attention to the construction of leaders' own moral cultivation (Ren Yanmei, 2014). In addition to cultivating and giving play to the leaders' own moral cultivation of "good nature" and pursuing Ethical leadership to build a harmonious campus, they also try to build Ethical leadership

norms under the Confucian culture, which conforms to China's social and cultural environment, and it is worth the latecomers to conduct in-depth research on Ethical leadership under the background of Chinese traditional culture.

Some scholars have discussed the theory of Ethical leadership at the organizational level of schools. Ren Nanxin. (2021). proposed that ethical leadership in schools runs through the whole process of leadership with a wait-and-see attitude. With the help of moral authority, principals pay full attention to the needs of teachers and staff, stimulate the enthusiasm and potential of teachers' work, and improve the self-realization and self-management initiative of all school staff by establishing a common vision, Make the school a learning community, ultimately achieving the goals of education and the sustainable development of the school (Ren Nanxin, 2021).

Chen Hui. (2014). proposed to establish a management philosophy under the guidance of morality: to make the concept of "building a school with morality" an important component of the principal's value concept and the cultural pursuit of the school, and fully leverage the leading role of moral education in the school management system; Optimize management elements under the influence of moral environment, cultivate a team of teachers with both moral and talent, attach importance to the moral cultivation of school leaders, the cultivation of learning moral culture, and moral education for teachers and students (Chen Hui, 2014).

Peng Hongbin. (2015). proposed that he had conducted research on the practice of Ethical leadership in schools, and put forward his own suggestions on the implementation of Ethical leadership theory in primary and secondary schools in China (Peng Hongbin, 2015). Shi Yueyue. (2013). proposed that the interpretation of Ethical leadership thought of Saggiiovanni and others, combined with China's traditional sense of "running the school with morality", constructed the implementation strategy for schools to move towards Ethical leadership: establish moral and professional authority, build a common vision, establish a learning community, adjust the role of personnel, change the way of leadership and shape high-quality campus culture (Shi Yueyue, 2013).

Some scholars have conducted research on the structural dimensions and construction of moral leadership of primary and secondary school principals. Lv Honglian. (2012). pointed out the structural dimensions of moral leadership of principals: value vision, executive morality and value care. Zou Shuangxiu. (2011). pointed out that the moral leadership of middle school principals presents a clear five factor structural model, fairness and justice, interpersonal care, honesty and responsibility, virtue cultivation and reflective practice. It can be seen that, in addition to the fairness and integrity, integrity, and Collective leadership advocated by western scholars, Chinese scholars have drawn on and absorbed more of China's fine cultural and educational traditions, including interpersonal care, moral cultivation, etc. from the perspective of traditional Confucian culture, and more emphasis on the moral quality and moral cultivation of leaders themselves (Zou Shuangxiu, 2011).

Some scholars proposed that they have conducted research on the improvement countermeasures of moral leadership. Zhang Junfang. (2018). proposed to implement Ethical leadership from the aspects of leaders' fraternity, dedication, integrity, cooperation and tolerance; Most scholars pay more attention to the exertion and promotion of principals' Moral authority at the school organization level (Zhang Junfang, 2018). Lu Honglian. (2012). proposed strategies and requirements for improving the moral leadership of primary and secondary school principals from the personal level of improving their own moral cultivation, changing the leadership style, critical reflection and playing the role of leader substitute, and the organizational level of building a moral community, cultivating the team spirit of members, standardizing the school system and forming a joint force of community and parent education (Lu Honglian, 2012);

Shen Dashan. (2007). proposed the improvement strategy of school Ethical leadership: develop a school leadership system that conforms to moral ethics; Establishing a school culture with reflection and sharing; Forming a caring and service-oriented leadership relationship; Building a virtuous learning community (Shen Dashan, 2007); Liang Guoli. (2014). proposed ways to build a shared value system based on responsibility between principals and teachers, actively implement school community norms, promote teachers to become excellent self-managers, and

promote good colleague relationships among school employees (Liang Guoli, 2014). Li Chundi. (2022). comprehensively applied leadership, Organizational behavior and other relevant theories to propose countermeasures for primary and secondary school principals to practice Ethical leadership: guide the construction of moral community with correct humanistic ideas and collective shared values; Enhancing organizational cohesion through moral and emotional management; Promote self-leadership among teachers and students through appropriate power allocation; Establish Moral authority by taking cultivating virtue as the important task (Li Chundi, 2022).

In terms of the effect of the implementation of Ethical leadership in the school, Xu Changjiang. (2016). pointed out that the principals' good moral cultivation and moral persuasion have won the trust of the school staff; The school's development vision, the growth and development of teachers and students, and the school culture of upward cooperation enhance students' sense of identity and belonging; Enable the school to overcome difficulties and move towards excellence through five years of development (Xu Changjiang & Shi Wei, 2016); Man Jianyu. (2020). pointed out that moral leadership of principals has better management effect in the development process of schools, which can stimulate teachers' professional responsibility and mission, build a common vision of schools, and build teacher teams and community culture. It can be seen that the effect and specific performance of the implementation of school Ethical leadership are: on the one hand, it is reflected in the promotion of the principal's personal virtue, school development vision and cultural construction, teacher team spirit and sense of responsibility on the overall development of the school; On the other hand, it is reflected in the positive impact of the principal's moral leadership on teacher performance and professional responsibility (Man Jianyu & Wang Zhengying, 2020).

In terms of the problems existing in the implementation of Ethical leadership, Wang Xiaoqian. (2017). pointed out that at present, China's primary and secondary schools are still the centralized leadership of principals, ignoring Moral authority; People's understanding of principals' Ethical leadership is still one-sided, ignoring the organizational dimension of principals' Ethical leadership; School leaders tend to use

their personal vision as the common vision of the school when shaping its vision, which cannot accurately shape the school's development goals (Wang Xiaoqian, 2017); Li Hui. (2012). proposed that as a manager, the value choices are too utilitarian, making it impossible for them to guide their members' values; The lack of emotional communication in the use of administrative orders during the leadership process leads to weak organizational cohesion; The individualistic tendency of leadership decision-making and management cannot balance the requirements of various related interests; There is moral anomie in leadership behavior, which makes the role of moral authority of managers ineffective (Li Hui, 2012).

In the process of Ethical leadership practice, Li Jiani. (2019). proposed that there was a serious ethical gap in the actual educational management practice, which was manifested in the violation of justice, the trampling of dignity and the indifference to the meaning of life (Li Jiani, 2019). Guo Lijing. (2019). proposed that ethical issues are an important symptom of current school management, which is fully reflected in the excessive scientific, hierarchical, standardized, and institutionalized nature of school management. Its specific manifestation is that in terms of management objectives, excessive emphasis is placed on the goodness of tools while neglecting the goodness of purpose; In terms of management organization, excessive emphasis is placed on bureaucracy while neglecting human leadership; In terms of management mode, excessive emphasis is placed on institutional norms while neglecting humanistic care; In terms of subject requirements, excessive emphasis is placed on utilitarian abilities while neglecting moral cultivation; In terms of object requirements, excessive emphasis is placed on object compliance while neglecting subject autonomy. Secondly, there is research on the ethical content of educational management. At present, there is no consensus on what content should be included in educational management ethics, and both researchers and research content are relatively scattered. Researchers come from various fields such as education, management, and philosophy, and their research content is also diverse. This may be related to the interdisciplinary nature of educational management ethics (Guo Lijing, 2019).

Wu Libao. (2007). proposed that from the shortcomings of research on educational management ethics in China, the depth of research still needs to be improved. The research on educational management ethics includes at least the following five aspects: firstly, research on the ethics of educational systems; The second is research on educational policy ethics; The third is ethical research on educational management concepts and ideals; The fourth is research on the relationship ethics and management virtues of management subjects; The fifth is ethical research on educational management behavior. If we temporarily acknowledge the division of research content in the above five aspects, then currently, none of the research content has reached a certain depth and has not formed a stable research community (Wu Libao, 2007).

Lin Xiaomin. (2011). proposed that the current exploration of educational management ethics lacks an organizational perspective, as well as a historical and comparative perspective. The research on the ethical basis of contemporary school organizations should not only explore their ethical basis, formation, and mechanism of action from the characteristics and reforms of current school organizations, but also search for their formation and transformation process from the historical practice of modern schools. Overall, the current perspective of educational management ethics research in China is relatively narrow, with relatively single methods, and a lack of theoretical improvement based on local educational management practices, These all have a significant impact on the effective practice of rational leadership (Lin Xiaomin, 2011).

To sum up, it can be seen from the above literature analysis that up to now, the research on the theory and practice of moral leadership has attracted great attention at home and abroad, and has been more fully explored in theory and tested in practice, gradually becoming a new academic growth point and research trend. Different scholars explored the concept, necessity, implementation principles and practices of school Ethical leadership through various ways, and made enlightening discussions on the appropriateness and reality of principals' moral leadership, reflecting the development of the theory of Ethical leadership, and showing the following characteristics: on the one hand, the focus of research has

changed, and on the other hand, the paradigm of research has changed. While the above research has something worthy of reference, there are still some shortcomings, such as the attitude towards western Ethical leadership theory, which can be either totally denied or totally absorbed. The former actually treats cultural issues from a rigid point of view, while the latter actually takes an indifferent attitude towards cultural differences. It can be said that we still lack in-depth discussion on this topic. What does Western Ethical leadership mainly focus on? In what aspects are Chinese school Ethical leadership influenced by traditional culture? Which of these Ethical leadership thoughts are appropriate and worth learning from in the new era? In this regard, we must solve several problems, that is, today in the new era, first of all, our concept of moral leadership is still different, operational definitions are quite different, and the concept of moral leadership based on local culture still lacks a clear and complete definition. At the same time, although the academic circles at home and abroad have carried out a series of theoretical and empirical studies on moral leadership, and have also made certain achievements, the exploration on the model construction of moral leadership is still insufficient, and the discussion on the content and structure of Ethical leadership in the field of school Ethical leadership and the development of measuring tools are lagging behind; In addition, from the perspective of research subjects, previous studies have mostly been limited to the fields of enterprises and primary and secondary schools, lacking attention to the preschool field. Especially today, when we emphasize the high-quality development of education, it is self-evident that it is important to study the moral leadership and its evaluation of education leaders in the preschool educational stage.

Chapter 3

Research Methodology

The purpose of this study is to: 1) To study the structural dimensions of moral leadership of kindergarten staff in Guizhou province; 2) To investigate the current situation of moral leadership of kindergarten staff in Guizhou province; 3) To provide the guidelines for improving moral leadership of kindergarten staff in Guizhou province. 4) To evaluate the adaptability and feasibility of guidelines for improving moral leadership of kindergarten staff in Guizhou province.

The research on objective 1 was conducted through an interview outline and analyze it through text analysis; The research on objective 2 was conducted through a survey questionnaire and analyze using statistical methods of mean and variance; The research on objective 3 was conducted through an interview outline, and analyze it using text analysis, mean, and variance methods; The research on objective 4 was conducted through an interview outline and analyzed using mean and variance methods. The researcher have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

The population / Sample Group

Population

The kindergarten staff in this study are mainly aimed at the kindergarten in Guizhou Province, including the areas of Guiyang, Zunyi and Kaili, with a total of about 1520 people.

Sample group

According to Krejcie and Morgan sampling table, the sample group of this research was 310 kindergarten staff from Guizhou province in China (See the table 3.1). Kindergarten staff in all kinds of regions were selected by random sampling, with a total of 310 staff as representatives.

Table 3.1 Lists of Areas of Guizhou Province and Sample Size

No	Areas of Guizhou province	Population	Sample group
1	Area of Guiyang	610	110
2	Area of Zunyi	480	104
3	Area of Kaili	430	96
Total		1520	310

Informational Interview Group

The interview group providing information mainly comes from experts in the field of preschool education, as well as managers in public and private kindergartens in Guizhou Province. The selected interviewees have the following qualifications: 1) engaged in early childhood education management work; 2) At least 5 years of work experience in the field of early childhood education; 3) Having the rank of associate professor or above in terms of professional title or having the rank of associate department or above in terms of position. Select 5 experts for interviews based on the above conditions, and provide guidance on the quality of the questionnaire and guidelines.

Research Instruments

Questionnaire

The survey questionnaire mainly consists of two parts. The first part is about the basic information of kindergarten managers, including: gender, age, major, educational level, work experience, professional title, and the size of the kindergarten, a total of 7 questions.

The second part is the main text of the questionnaire. It mainly includes the main dimensions of moral leadership indicators for kindergarten managers, including 6 indicators for humanitarian care, 6 indicators for fairness and justice, 6 indicators for professional ethics, and 5 indicators for moral quality. This section consists of a total of 23 items and is designed using the Likert five level scale. The degree of compliance is ranked from high to low as fully compliant, compliant, average, non-compliant, and

completely non-compliant. The research tools can be found in Appendix C-3.

The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of instructional leadership of public university teachers were at strongly high level;

4 express the level of instructional leadership of public university teachers were at high level;

3 express the level of instructional leadership of public university teachers were at medium level;

2 express the level of instructional leadership of public university teachers were at low level;

1 express the level of instructional leadership of public university teachers were at low level.

Constructing a Questionnaire Process

The construction process of questionnaire were as follows:

Step 1: Review and analyze the literature on Ethical leadership, and through interviews with experts in this field, build the basic connotation of rational leadership in kindergartens.

Step 2: through literature and interview results, construct the kindergarten moral leadership questionnaire, and send the questionnaire initially developed to experts in the field for guidance, and modify it according to experts' suggestions.

Step 3: Submit the questionnaire to the experts, and let the experts consider the consistency and suitability of each question according to the appropriate and inappropriate Operational definition, so as to improve the quality of the questionnaire. By calculating the corresponding index of each question and the Operational definition (The Item Objective Congruence Index: IOC), it is found that the index of each question is 0.67-1.00. It can be concluded that each question is consistent with the Operational definition.

Step 4: Conduct preliminary measurements on the designed questionnaire to check the quality of the questionnaire tool. The reliability of the survey questionnaire

is mainly analyzed through the use of Alpha Coefficients. Through preliminary measurements, it was found that the reliability of the questionnaire is 0.85, indicating that the questionnaire has good reliability.

Step 5: Revise the questionnaire based on the experts' suggestions.

Step 6: Conduct a formal questionnaire survey on 310 kindergarten managers in Guizhou Province.

Structured Interview Form

The interview form contains two interview outlines in total. The first interview outline (see Appendix C-1) is mainly designed for the connotation of moral leadership. Through interviews and combining relevant literature, the questionnaire on Ethical leadership can be better designed; The second interview outline (see Appendix C-5) is mainly designed to address the issue of how to propose guidelines. Based on the current survey results, corresponding interviews are conducted on how to propose guidelines.

Evaluation Form

The instrument to collect the data for objective 4, The researcher invites 5 experts to evaluate the adaptability and feasibility of guidelines for improving moral leadership of kindergarten staff in Guizhou province. The invited experts have certain experience and rich theories in the field of preschool education and educational management. The data interpretation for average value based on Rensis Likert (1932).

The data interpretation are as follows:

4.50 – 5.00	express highest level
3.50 – 4.49	express high level
2.50 – 3.49	express medium level
1.50 – 2.49	express low level
1.00 – 1.49	express lowest level

Data Collection

The data collection for objective 1: to study the structural dimensions of moral leadership of kindergarten staff in Guizhou province:

Step1: The researcher created the interview questionnaire.

Step2: The researcher sent invitation letters to the interviewees who participated in proposing the basic connotation of moral leadership of kindergarten staff.

Step3: The researcher conducted interviews with 5 participants, each lasting no less than 20 minutes.

The data collection for objective 2: to investigate the current situation of moral leadership of kindergarten staff in Guizhou province.

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 310 kindergarten staff in Guizhou province.

Step 2: The researcher distributed the questionnaire to 310 kindergarten staff, and these questionnaires will be collected.

The data collection for objective 3: To provide the guidelines for improving moral leadership of kindergarten staff in Guizhou province.

Step1: The researcher created the interview questionnaire.

Step2: The researcher sent invitation letters to the interviewees who participated in proposing strategies.

Step3: The researcher conducted interviews with 5 participants, each lasting no less than 30 minutes

The data collection for objective 4: to evaluate the adaptability and feasibility of guidelines for improving moral leadership of kindergarten staff in Guizhou province.

Step1: The researcher created an evaluation form regarding strategies for improving moral leadership of kindergarten staff in Guizhou province.

Step2: The researcher Invited experts to fill out the evaluation form.

Step3: The researcher summarized and analyzed the results of the evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzed the data by SPSS software and other package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage.

Step 2: The average value and standard deviation of the current situation of improving moral leadership of kindergarten staff in Guizhou province.

step3: The structured interview about strategies for improving the professional ability of student affairs administrators in Guizhou higher normal universities was analyzed by content analysis.

Step4: The evaluation of the suitability and feasibility of guidelines of improving moral leadership of kindergarten staff in Guizhou province was analyzed by mean value and standard deviation.

Chapter 4

Results of Analysis

The research in the guidelines for developing moral leadership of kindergarten staff in Guizhou province. The objectives of this research were: 1) to study the structural dimensions of moral leadership of kindergarten staff in Guizhou province; 2) to investigate the current situation of moral leadership of kindergarten staff in Guizhou province; 3) to provide the guidelines for improving moral leadership of kindergarten staff in Guizhou province. 4) to evaluate the adaptability and feasibility of guidelines for improving moral leadership of kindergarten staff in Guizhou province. The data analysis result can be presented as follows:

1. Symbol and abbreviations;
2. Presentation of data analysis;
3. Results of data analysis.

The details are as follows.

Symbol and Abbreviations

- | | |
|-----------|------------------------------|
| n | Refers to Sample Group |
| \bar{X} | Refers to Average Value |
| S.D. | Refers to Standard Deviation |

Presentation of Data Analysis

Part 1: The analysis result about the interview contents about the structural dimensions of moral leadership of kindergarten staff in Guizhou province.

Part 2: The analysis result about personal information of respondents and the current situation of moral leadership of kindergarten staff in Guizhou province. Presented the data in the form of average value and standard deviation.

Part 3: The analysis results about the interview contents of the guidelines for improving the moral leadership of kindergarten staff was analyzed by content analysis.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of guidelines for improving the moral leadership of kindergarten staff in Guizhou province. Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 4 parts as follows:

Part 1: The analysis result about the interview contents about the structural dimensions of moral leadership of kindergarten staff in Guizhou province.

Table 4.1 Personal information of interviewee

Interviewee	Organization	Identity	Education background	Interview Date and time
Interviewee1	GuiYang Preschool Education College	Lecturers	Professional title: professor Expertise: preschool education Work experience:10 years	March 21, 2023 at 10: 10 am, GMT+8
Interviewee2	GuiYang Preschool Education College	Lecturers	Professional title: professor Expertise: preschool education Work experience:10 years	March 22, 2023 at 10: 10 am, GMT+8

Table 4.1 (Continued)

Interviewee	Organization	Identity	Education background	Interview Date and time
Interviewee3	GuiYang Preschool Education College	Persons in charge	Professional title: professor Expertise: Professional teacher Work experience:8 years	March 23, 2023 at 10: 10 am, GMT+8
Interviewee4	GuiZhou education university	Persons in charge	Professional title: professor Expertise: preschool education Education administration Work experience:15 years	March 24, 2023 at 2: 15 pm, GMT+8
Interviewee5	GuiZhou education university	Persons in charge	Professional title: professor Expertise: Education administration Work experience:12 years	March 25, 2023 at 2: 15 pm, GMT+8

Analysis of Interview Results

Through conducting semi-structured interviews with the interviewees and organizing and analyzing the interview content, the results show that:

Question 1: In combination with your understanding and practical work, please talk about what is moral leadership of kindergarten staff?

The brief overview of the interview is as follows:

Interviewee 1: Ethical leadership pays attention to the health and happiness of subordinates, treats subordinates fairly, is loyal to the collective, can maintain physical and mental health, maintain the order and direction of the kindergarten, and can stimulate teachers' enthusiasm for work; In the work, we should adhere to the socialist orientation of running kindergartens and the Party's leadership over education, implement the Party's and the country's educational policies, integrate Core Socialist Values into the work of kindergartens, perform the rights and obligations entrusted to the head of kindergartens by law, and actively safeguard the legitimate rights and interests of children.

Interviewee 2: Ethical leadership is to promote the organization to form a good ethical atmosphere inside, and make itself and its subordinates become moral people. Respecting individual differences in work, providing appropriate education, and promoting the comprehensive development of young children with individuality; Establish a scientific outlook on children and education, so that every young child can receive quality education.

Interviewee 3: The process by which leaders influence and motivate subordinates to achieve established organizational goals with noble character and integrity. Being able to establish sound kindergarten rules and regulations in work, implement scientific and democratic management, and promote sustainable development of kindergartens;

Interviewee 4: Ethical leadership focuses on the ethical aspects of its own mission and organizational purpose, and pays attention to the needs, values and ethics of its subordinates and employees; At the same time, in order to achieve organizational goals, it is necessary to develop the values and moral motivations of subordinates. Being able to respect the professional development laws of teachers well in work and stimulate their internal motivation for independent growth.

Interviewee 5: Ethical leadership mainly shows the characteristics of high personal virtue, self-discipline and selflessness, as well as the ability to plan the overall situation, and can deal with the interests of all kindergarten staff fairly and reasonably. Having the ability to optimize internal management and adapt to

external environments, and enhancing one's professional abilities through continuous practice and reflection.

Question 2: In combination with your understanding of moral leadership, please describe the behavior or characteristics that conform to the kindergarten head's Ethical leadership as far as possible.

The brief overview of the interview is as follows:

Interviewee 1: Having correct educational values and ideals, maintaining optimism and full of hope in life and work; Treat each member as an individual with dignity and value independence, concerned about the universal rights and interests in group relationships, able to make professional judgments on work based on professional norms;

Interviewee 2: Having noble moral cultivation and having a positive impact on members; Being able to uphold the principles of justice; Being able to exert moral care and help others and oneself;

Interviewee 3: Being able to lead by example and influence others with noble morality; Emphasize fair treatment of each member; Emphasizing fair treatment of each member and continuously improving their professional skills;

Interviewee 4: Be able to adhere to ethical and moral standards, make independent judgments and the best choices, and firmly review and improve unreasonable aspects; Actively providing encouragement and support to members' needs; Being able to accept new knowledge at any time and rebuild moral and professional authority;

Interviewee 5: Having good behavioral habits and adhering to basic values; Actively view and respond to unfair issues in education, and be able to use fairness and justice to solve moral problems; Emphasizing the needs of members and the problems they need to solve can continuously improve their professional literacy.

By referring to the theory related to Ethical leadership, combining the relevant contents of the documents "Professional Standards for Kindergarten Principals", "Working Regulations for Kindergarten Teachers" issued by the Ministry of Education of China, and combining the basic situation of interviews, the core elements of Ethical leadership of kindergarten managers are extracted. In addition, considering the group

particularity of kindergarten managers, in the construction of the theoretical framework, we pay attention to the relevant factors of kindergarten managers in educational concepts and educational practices, explore and analyze in the context of Chinese culture, extract the core elements of Ethical leadership of kindergarten managers, which includes four dimensions: Humanitarian care, fairness and justice, professional ethics, and moral quality, And based on this dimension, 7 secondary indicators and 23 tertiary indicators were preliminarily designed(see Figure 4.1). The main dimensions are as follows:

humanitarian care: the principal should have Empathy, be able to actively care for the needs of teachers and students, and help employees to develop; This indicator includes two dimensions: respect and care, assistance and sharing.

Fairness and Justice: The principal should have a belief in fairness and justice, attach importance to the rights and interests of teachers and students, pay attention to work standards, adhere to people-oriented principles, and adhere to educational principles. This indicator includes three dimensions: value rights and interests, education oriented, and focus on norms.

Professional ethics: The principal is able to make professional judgments and take professional actions in complex work environments based on professional norms. This indicator includes two dimensions: professional competence and professional behavior;

Moral quality: The principal has good moral standards, can adhere to moral values, be polite and honest, unite and friendly, and thus have a positive impact on teachers, becoming a role model for others to learn from. This indicator includes two dimensions: values and personal qualities.

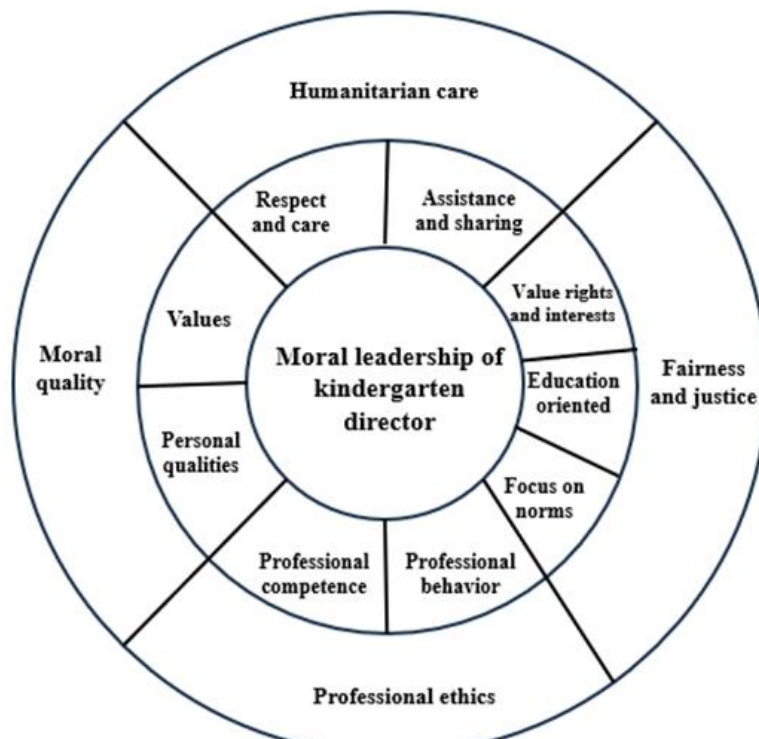


Figure 4.1 Framework of Moral Leadership Index System
for Kindergarten Directors

Part 2: The analysis result about personal information of respondents and the current situation of moral leadership of kindergarten staff in Guizhou province.

Table 4.2 Number of people and percentage of respondents

(n=310)

Feature classification	Personal Information	Frequency	Percentage(%)
Gender	Male	14	4.5
	Female	296	95.5
	Total	310	100
Age	18-25 years old	19	6.1
	25-35 years old	90	29.0
	35-45 years old	134	43.2
	45-55 years old	61	19.7

Table 4.2 (Continued)

(n=310)

Feature classification	Personal Information	Frequency	Percentage(%)
	Over 55 years old	6	1.9
	total	310	100
Major	preschool education	259	83.5
	non-preschool education	51	16.5
	total	310	100
Education level	Junior college or below	79	25.5
	undergraduate	226	72.9
	Master degree or above	5	1.6
	total	310	100
Working years	Under 1 years old	4	1.3
	1-3 years old	25	8.1
	3-5 years old	35	11.3
	5-10years old	51	16.5
	Over 10 years old	195	62.9
	total	310	100
Professional titles	senior level	36	11.6
	one level	104	33.5
	two level	56	18.1
	three level	9	2.9
	No professional title	105	33.9
	total	310	100

It can be seen from Table 4.2 that the sample investigated is dominated by women in terms of gender, accounting for up to 95%, which is also in line with the working environment of kindergartens. Generally, women workers are the majority; In terms of age, the age group from 25 to 35 has the highest number of people, with a total of 134 people, followed by the age group from 35 to 45, with a total of 90 people. The proportion of these two age groups exceeds 70% of the total sample population; In terms of professional background, there are 259 people with a background in preschool education, accounting for 83.5% of the sample proportion,

and the proportion of people who have obtained undergraduate degrees is as high as 70%. It can be said that most kindergarten managers have undergraduate backgrounds in preschool education; In addition, it was found in the survey that 195 people, accounting for 62.9%, had more than ten years of work experience. It is not difficult to find that most kindergarten managers have a long work experience; It can be seen from professional titles that 33% of teachers have not yet obtained professional titles, and only about 10% of kindergarten managers have obtained senior professional titles.

Table 4.3 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Kindergarten Staff in Four Aspects

(n=310)

	Moral Leadership of kindergarten staff	\bar{X}	S.D.	level	rank
1	Humanitarian care	4.30	0.06	high	1
2	Fairness and justice	3.36	0.69	medium	3
3	Professional ethics	3.28	0.76	medium	4
4	Moral quality	4.13	0.79	high	2
	total	3.77	0.57	high	

According to table 4.3, found that the current situation of moral leadership of kindergarten staff in four aspects was at high level ($\bar{X}=3.77$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Humanitarian care ($\bar{X}=4.30$), followed by Moral quality ($\bar{X}=4.13$), and Professional ethics was the lowest level ($\bar{X}=3.28$).

Table 4.4 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Kindergarten Staff in Humanitarian Care

(n=310)

	Humanitarian care	\bar{X}	S.D.	level	rank
1	The garden director can give the teacher enough respect.	4.41	0.065	high	2
2	The garden director can be concerned about the growth and development of teachers.	4.35	0.069	high	3
3	The garden director can think from the standpoint of the teacher.	4.14	0.075	high	6
4	The garden director can express concern and understanding to the teacher.	4.26	0.072	high	4
5	The director can be honest and negotiate the tasks of all his colleagues.	4.21	0.071	high	5
6	The director can share his professional ideas and work with teachers to build the vision of the kindergarten.	4.43	0.066	high	1
	total	4.30	0.069	high	

According to table 4.4, found that the current situation of moral leadership of kindergarten staff in Humanitarian care was at high level ($\bar{X}=4.30$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was “The director can share his professional ideas and work with teachers to build the vision of the kindergarten.” ($\bar{X}=4.43$), followed by “The garden director can give the teacher enough respect.” ($\bar{X}=4.41$), and “The garden director can think from the standpoint of the teacher.” was the lowest level ($\bar{X}=4.14$).

Table 4.5 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Kindergarten Staff in Fairness and Justice

(n=310)

	Fairness and justice	\bar{X}	S.D.	level	rank
1	The director will attach importance to the rights and interests of teachers and young children.	3.90	0.063	high	1
2	The director will treat the teachers who work overtime by other means of compensation.	3.51	0.067	high	2
3	The kindergarten director can be child-oriented and establish a professional but non-commercial teaching environment.	3.42	0.068	medium	3
4	The garden director can adhere to scientific educational beliefs and principles and will not change easily.	3.30	0.064	medium	4
5	The director pays attention to the norms of work and emphasizes the rules and regulations.	3.05	0.034	medium	5
6	In the work, each teacher can be recognized and rewarded for his outstanding work achievements.	3.01	0.033	medium	6
	total	3.36	0.039	medium	

According to table 4.5, found that the current situation of moral leadership of kindergarten staff in Fairness and justice was at medium level ($\bar{X}=3.36$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was “The director will attach importance to the rights and interests of teachers and young children.” ($\bar{X}=3.90$), followed by “The director will treat the teachers who work overtime by other means of compensation.” ($\bar{X}=3.51$), and “In the work, each teacher can be recognized and rewarded for his outstanding work achievements.” was the lowest level ($\bar{X}=3.01$).

Table 4.6 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Kindergarten Staff in Professional Ethics

(n=310)

	Professional Ethics	\bar{X}	S.D.	level	rank
1	The garden director will not vent his personal feelings on the teacher at will.	3.88	0.060	high	1
2	The garden director should not strive for merits and mistakes in his work and have the courage to take responsibility.	3.42	0.054	medium	2
3	The garden director can put forward his personal opinions and improvement measures for the unreasonable educational behavior.	3.08	0.052	medium	6
4	The garden director can help teachers when they encounter difficulties at work.	3.11	0.054	medium	4
5	The garden director can establish a fair and reasonable assessment system.	3.10	0.053	medium	5
6	The director can discuss the development of the park with other colleagues.	3.12	0.054	medium	3
	Total	3.28	0.043	medium	

According to table 4.6, found that the current situation of moral leadership of kindergarten staff in Professional ethics was at medium level (\bar{X} =3.28). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was “The garden director will not vent his personal feelings on the teacher at will.” (\bar{X} =3.88), followed by “The garden director should not strive for merits and mistakes in his work and have the courage to take responsibility.” (\bar{X} =3.42), and “The garden director can put forward his personal opinions and

improvement measures for the unreasonable educational behavior.” was the lowest level ($\bar{X}=3.08$).

Table 4.7 The Average Value and Standard Deviation of the Current Situation of Moral Leadership of Kindergarten Staff in Moral Quality

(n=310)

	Moral Quality	\bar{X}	S.D.	level	rank
1	The director will not spread rumors to maliciously slander someone.	3.76	0.061	high	5
2	The director will not maliciously deceive parents.	3.77	0.061	high	4
3	The director can set an example in words and deeds and have a positive impact on teachers.	4.11	0.048	high	3
4	The director is honest, trustworthy and responsible.	4.45	0.055	high	2
5	The director can abide by the law and adhere to scientific values.	4.55	0.052	high	1
	total	4.13	0.045	high	

According to table 4.6, found that the current situation of moral leadership of kindergarten staff in Moral quality was at high level ($\bar{X}=4.13$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was “The director can abide by the law and adhere to scientific values.”($\bar{X}=4.55$), followed by “The director is honest, trustworthy and responsible.” ($\bar{X}=4.45$), and “The director will not spread rumors to maliciously slander someone.” was the lowest level ($\bar{X}=3.76$).

The Overall Level of Moral Leadership of Kindergarten Staff in Guizhou Province

In summary, According to the data interpretation for average value based on Rensis Likert . The data interpretation are as follows: 4.50 – 5.00 express highest level; 3.50 – 4.49 express high level; 2.50 – 3.49 express medium level; 1.50 – 2.49 express

low level; 1.00 – 1.49 express lowest level, a questionnaire survey of postgraduate lecturers found that the average value of the total scale of moral leadership of kindergarten staff was at high level ($\bar{X}=3.77$). humanitarian care is one of the dimension of moral leadership and was at high level ($\bar{X}=4.30$). Fairness and justice is one of the dimension of moral leadership and was at medium level ($\bar{X}=3.36$). Professional ethics is one of the dimension of moral leadership and was at medium level ($\bar{X}=3.28$). Moral quality is one of the dimension of moral leadership and was at high level ($\bar{X}=4.13$). The average order of the four first-order dimensions is: humanitarian care ($\bar{X}=4.30$)> Moral quality ($\bar{X}=4.13$)> Fairness and justice ($\bar{X}=3.36$)> Professional ethics ($\bar{X}=3.28$). The level of humanitarian care moral leadership of kindergarten is the highest, while the average level of Fairness and justice leadership, Professional ethics is lower than the humanitarian care and Moral quality. Therefore, this to some extent indicates that the Fairness and justice, Professional ethics leadership of kindergarten need to be further improved.

From the survey results, kindergarten managers have the following behaviors and tendencies in the practice of Ethical leadership. Firstly, in terms of leadership concepts, emphasis should be placed on the long-term cultivation of values. Not only do we focus on the motives of the character's qualitative interests and psychological needs, but we also pay attention to the motives of human morality and beliefs. That is to say, the complete and rich foundation of leadership authority should include "Moral authority", and Moral authority is the core authority of educational leaders; Secondly, in terms of leadership style, it is advocated to achieve leadership through the power of culture. Schools are a cultural organization, and leaders do not always rely on position power to lead by controlling their members. Leaders should create school culture, lead people to dedicate themselves to their careers, and enable faculty and staff to set goals and manage themselves; Finally, in management practice, it is advocated that schools should be built into a moral community. Schools should not only organize teaching and transfer knowledge, but also go beyond this factory style management to form a "community" mechanism and atmosphere. In the community, students, teachers and parents are willing to join together through shared values. They share common beliefs and commitments and

can work hard for a common bright future.

Based on the analysis of the average and standard deviation data of the questionnaire of lecturer evaluation, the conclusion is that the current situation of moral leadership of leadership of kindergarten in Guizhou province can be summarized in three aspects: Firstly, the moral leadership level of the whole team in Guizhou province is high, but the implementation level of each dimension is unbalanced. Secondly, the implementation level of humanitarian care moral leadership of kindergarten is the highest. Thirdly, the implementation level of Professional ethics moral leadership of kindergarten in Guizhou is the lowest.

Part 3: The Analysis Results About the interview contents of the Guidelines for Improving the Moral Leadership of Kindergarten Staff was Analyzed by Content Analysis.

The current level and other performance characteristics of moral leadership of kindergarten in Guizhou province obtained from the previous phase of the survey indicate the direction for Kindergarten staff to consciously improve and develop moral leadership. Based on existing literature, policy documents, survey questionnaire research results, and open-ended opinions and suggestions, this stage adheres to the problem-oriented principle, attempting to start from the expectations and demands of kindergarten staff, and take the shortcomings reflected in the four dimensions of Humanitarian care, Fairness and justice, Professional ethics and Moral quality as the improvement direction.

The proposed strategies are as follows:

Table 4.8 Personal information of interviewee

Interviewee	Organization	Identity	Education background	Interview Date and time
Interviewee1	GuiYang Preschool Education College	Lecturers	Professional title: professor Expertise: preschool education Work experience:10 years	May 1, 2023 at 10: 10 am, GMT+8
Interviewee2	GuiYang Preschool Education College	Lecturers	Professional title: professor Expertise: preschool education Work experience:10 years	May 2, 2023 at 10: 10 am, GMT+8
Interviewee3	GuiYang Preschool Education College	Persons in charge	Professional title: professor Expertise: Professional teacher Work experience:8 years	May 3, 2023 at 10: 10 am, GMT+8
Interviewee4	GuiZhou education university	Persons in charge	Professional title: professor Expertise: preschool education Education administration Work experience:15 years	May 4, 2023 at 2: 15 pm, GMT+8
Interviewee5	GuiZhou education university	Persons in charge	Professional title: professor Expertise: Education administration Work experience:12 years	May 5, 2023 at 2: 15 pm, GMT+8

Analysis of Interview Results

Through conducting semi-structured interviews with the interviewees and organizing and analyzing the interview content, the results show that:

Question 1: According to your work practice and understanding of Ethical leadership, talk about how to improve the level of humanitarian care, so as to promote Ethical leadership.

The brief overview of the interview is as follows:

Interviewee1: Kindergarten, as an organization with a large proportion of female members, has interpersonal characteristics that distinguish it from other organizations. Women tend to work and live in organizations filled with care, and place greater emphasis on interpersonal relationships and emotional support. At the same time, women are more delicate and sensitive emotionally, which may make interpersonal relationships within organizations relatively complex. In daily work, each class is usually led by 2-3 teachers, who are present together for each activity. Therefore, a class in a kindergarten is a small society, and any activity cannot be carried out without the division of labor and cooperation between teachers. If there is disharmony in interpersonal relationships and certain interpersonal conflicts cannot be resolved in a timely manner, it will affect the cohesion of organizational members and even affect the smooth implementation of educational work. Good interpersonal relationships can promote unity and cooperation among faculty and staff, form positive and stable working relationships among organizational members, and thus improve the quality of education.

Interviewee2: Through diversified and multi-level communication with faculty and parents, a smooth communication channel is an important means to establish mutual understanding and support. Communication between kindergarten managers and teachers should not be limited to a certain form, but should achieve diversity in communication methods and content. In terms of communication methods, verbal communication can be combined with nonverbal communication; In terms of form, it can be either communication during meetings or simple conversations alone, or various methods such as phone calls, text messages, and the internet can be used to achieve communication that transcends time, space, and location. At the same time,

the kindergarten director should also diversify the content of communication. There can be multiple themes of communication between kindergarten managers and teachers, which can be to promote the various work requirements and rules of the kindergarten, so that the staff can timely understand the current situation and development goals of the kindergarten, or to have emotional communication with the staff, listen to their voices, care about their living conditions, and strive to solve their problems, Fully unleash the cohesion of emotions.

Interviewee3: When dealing with conflicts and contradictions within the park, managers should pay attention to communication and sincerely listen to the opinions of teachers and parents, so that both parties in the conflict can fully express their opinions. The principal must have a clear understanding that contradictions and conflicts that arise in work must be resolved fundamentally through joint efforts and consensus among all parties. In this process, the principal must demonstrate sufficient patience and confidence in resolving conflicts, provide support for effective communication between conflicting parties, negotiate and solve problems together, and only in this way can the conflict be transformed into an opportunity that promotes the development of interpersonal relationships and organizational change.

Interviewee4: In most kindergartens, the relationship between the principal and the teacher remains at the level of the manager and the managed. The principal is responsible for supervising, inspecting, and evaluating the work of the teacher, while the teacher remains in a position of being supervised, inspected, and evaluated, which leads to a lack of vitality within the organization and ultimately makes change difficult to sustain.

Therefore, it can promote faculty members to form various interest groups, research groups, project cooperation groups, etc. based on their own majors and preferences. This type of team is an informal organization in kindergarten that does not require organizational support. It is a formal group of individuals who collaborate with each other to achieve a certain goal. This type of professional group is often teacher centered, with each teacher being able to fully and independently express their views within the team, better understand each other in work and life, and increase mutual trust.

Interviewee5: In the working environment of kindergartens, more women workers. According to this special situation, we can create a caring and trust oriented cultural atmosphere based on women's characteristics, give full play to emotional cohesion, and enable teachers to gain a sense of belonging and identity in an environment with harmony, friendship, trust and cooperation as the core.

Question 2: Combine your work practice and your understanding of Ethical leadership, talk about how to improve the level of fairness and justice, so as to promote Ethical leadership.

The brief overview of the interview is as follows:

Interviewee1: The process of determining the core values of a kindergarten is complex, and kindergarten managers must integrate the values of individuals, organizations, and the country, because the determined core values must be long-term respected and have a significant impact on people's behavior. In general, the determination of kindergarten values should be based on the mainstream values in the pre-school Educational stage stage under the major premise of social mainstream values, and integrate the traditional and characteristic values of each kindergarten into the life of the kindergarten to create the core values of the kindergarten and promote the concept of fairness and justice.

Interviewee2: A positive kindergarten culture can not only increase the cohesion of teachers and staff, but also facilitate the communication between the kindergarten and the outside world through cultural consistency, and can establish a stable kindergarten brand image. Therefore, to some extent, a leader's unique talent is their ability to understand and apply culture. Culture is created and changed through Ethical leadership, while business management and administration operate under culture. Therefore, an important content of improving the moral leadership of kindergarten managers is to focus on shaping kindergarten culture and reshaping school culture.

Interviewee3: Culture is a long-term accumulation process. When creating kindergarten culture, kindergarten managers can use symbols as carriers to represent organizational culture. These symbolic factors can include the kindergarten's architectural facilities, garden emblem, activity ceremonies, and celebrity allusions.

Organizations exist as a system of shared meaning and value, and these symbolic factors express the shared meaning and value of an organization, further spreading this shared meaning and value.

Interviewee4: Through cultural construction, managers can make every plant and activity in the park reflect a positive and rich cultural heritage. Under the influence of this culture, they can subtly change the spiritual outlook and behavior of organizational members, unite faculty and staff closely, and further strengthen the values and beliefs of organizational members, thereby forming a cohesive force within the organization. In addition, kindergarten managers can also use ceremonies and ceremonies to create many shared memories and experiences among the members of the organization, bringing them together tightly.

Interviewee5: In the context of educational reform, the value orientation of kindergarten system construction should be based on the reflection of the inherent spirit of kindergartens. The generation, operation, and adjustment of the system must respect human nature and be people-oriented. Therefore, the system construction of kindergartens should become an important component of cultural construction. The mental state and humanistic literacy of preschool managers themselves, their concern for faculty, their concern for human nature, and their pursuit of educational spirit will all become important influencing factors in the operation of the system. Therefore, the work style of kindergarten managers still needs to pay attention to people's spiritual needs and emotional factors, and institutional construction should be carried out in a way that treats people.

Question 3: According to your work practice and understanding of Ethical leadership, talk about how to improve the level of professional quality, so as to promote the promotion of Ethical leadership.

The brief overview of the interview is as follows:

Interviewee1: With the advent of the knowledge economy era, kindergarten managers should comprehensively expand their personal cultivation in various aspects, broaden their knowledge fields, and possess a relatively broad range of scientific and cultural knowledge in order to meet the needs of society and their own development. Kindergarten managers must become educational leaders, achieve

professional guidance for kindergartens, and become professional authorities of kindergartens. They must focus on improving their professional literacy, continuously expanding their knowledge reserves, and improving their ability levels. The aspects involved in improving professional literacy mainly include mastering scientific curriculum and teaching concepts, possessing knowledge of teaching strategies and models, monitoring courses, and helping teachers improve their teaching abilities. Only by possessing these knowledge and abilities can the principal reasonably plan the development of the kindergarten, improve the curriculum and teaching quality of the kindergarten, create a good learning environment for young children, provide teaching support for teachers, and promote the improvement of their professional level.

Interviewee2: The principal should be based on the actual situation of the kindergarten, guide teachers to fully explore, organize, and integrate educational and teaching resources with educational significance both inside and outside the kindergarten, expand the scope of the curriculum, and pay attention to the educational significance of the kindergarten's daily life. At the same time, based on the development plan of our kindergarten and the level of teacher development, we will scientifically and long-term plan the kindergarten curriculum, formulate clear and complete curriculum development and implementation systems, as well as education and teaching reform plans that are suitable for the actual situation of our kindergarten. Regular seminars will be held to pay attention to the problems that arise in curriculum development. The principal should make teachers feel the expectation and trust from the principal, encourage them to actively join the curriculum development team, leverage their own strengths, gather ideas, and become the main body of curriculum construction.

Interviewee3: To understand the teaching situation of teachers, kindergarten managers must break away from transactional management, delve deeper into the frontline of teaching, and pay more attention to the classroom. The characteristics of kindergartens in terms of scale and teaching methods are that compared to other primary and secondary schools, the scale of kindergartens is generally smaller. Kindergarten managers can only constantly understand the activities carried out by

the class, understand the situation of teachers and children in the classroom, timely identify problems in teaching, and provide appropriate professional guidance. To promote teacher development and early childhood growth. In the process of guiding teachers, the principal should establish an equal dialogue mechanism with teachers, listen to their opinions, and provide effective and optional suggestions.

Interviewee4: The teaching and research activities organized by the principal within the park should be based on educational practice, with research and problem-solving as the core, emphasizing the authenticity of research issues. Only by positioning the content of teaching and research activities in the problems encountered by Preschool teacher in their work, can the headmaster organically integrate teaching and research activities into teachers' daily education and teaching, so that teachers feel that teaching and research activities are not a burden, but a platform to solve problems with collective wisdom and achieve their own growth. Only in this way can the quality of teaching and research be effectively improved and the work pressure of teachers be reduced. In addition, the principal should pay attention to cultivating teachers' awareness of problems in their daily work, encourage teachers to actively observe educational phenomena, keenly identify and propose problems, systematically think about problems, make practical problems in teaching the theme of teaching and research activities, consciously participate in teaching and research activities, and explore each other.

Interviewee5: Kindergarten managers should actively seek the support of external resources, invite experts from outside the kindergarten to participate in research projects, play the theoretical leading role of experts, and help the kindergarten master the basic process of research through expert guidance in determining topic selection, collecting data, formulating project plans, and assigning research tasks. Through cooperation with experts, they can jointly overcome the difficulties encountered in the research process. Managers should pay more attention to guiding teachers to improve their research abilities during the research process, and achieve the goal of improving educational work and effectiveness through research results. Only in this way can the process of project research truly become a process of improving teachers' theoretical level and research ability in education.

Question 4: According to your work practice and understanding of Ethical leadership, talk about how to improve the level of moral quality, so as to promote the promotion of Ethical leadership.

The brief overview of the interview is as follows:

Interviewee1: The moral cultivation of kindergarten administrators can be carried out from the work of kindergarten teacher ethics training. First, we should correct the training motivation of kindergarten teachers, guide the teacher community to establish the learning concept of "Lifelong learning", change the previous attitude of "only meeting the requirements of professional title evaluation, assessment, etc.", recognize the necessity of teacher ethics training, and guide kindergarten teachers in their work, Enable kindergarten teachers to participate in training with the correct motivation and positive attitude.

Interviewee2: Teacher ethics training can combine formal and informal training, extend the training content and implementation process to the daily work and life of kindergarten teachers, pay attention to their daily guidance, and develop their ability to practice teacher ethics. Kindergartens can establish a learning community to promote the joint promotion and progress of kindergarten teachers. Teacher learning community refers to the kindergarten teachers who establish spontaneous learning groups based on the same willingness and interest, discuss educational ideas, share educational experience and promote the growth and progress of both sides of the learning community through Cooperative learning, dialogue and other ways. The learning community of kindergarten teachers integrates the educational experiences, practical experiences, and logical thinking of individual kindergarten teachers, which not only improves the quality and quantity of teachers' learning, but also saves their individual exploration time. Moreover, the learning community enables teachers to learn in a collaborative and group manner, increasing the professional identity and sense of belonging of individual teachers, which is conducive to unleashing the enthusiasm of teachers' work, and also promoting the effective utilization of personal potential, promoting the development and continuous improvement of teachers' professional ethics.

Interviewee3: The cultivation of good moral character is a process of multiple factors working together. Based on the soil of kindergarten as a teacher's work and life, fully utilize this platform to cultivate the content of kindergarten teacher ethics training, and strengthen the ideological infiltration of campus culture into kindergarten teachers. Fully utilizing the kindergarten environment and strengthening the display of laws, regulations, and policies on moral construction not only avoids the forced theoretical indoctrination of teachers through centralized training, but also creates a subtle spiritual atmosphere.

Interviewee4: Teacher ethics training should be integrated into the entire education work of kindergartens, with both training and improvement as a regular task. Both daily inspections and final evaluations should form institutionalized norms to ensure that teacher ethics construction is always on the way. Establishing a sound supervision system is an important guarantee for the development of kindergarten teachers' professional ethics. Establish diversified forms of teacher ethics supervision, fully carry out multi-channel and diversified methods of teacher ethics supervision, to ensure the effectiveness of kindergarten teacher ethics supervision.

Interviewee5: The moral cultivation of kindergarten teachers is very important for education studios. Relevant education authorities and kindergartens should adhere to and implement the supervision of kindergarten teachers' professional ethics, attach importance to teacher ethics construction, place teacher ethics supervision in a more prominent position, adhere to and conscientiously carry out daily teacher ethics supervision work, and apply external pressure to the process of teacher ethics construction. At the same time, it is necessary to address the current prominent issues. It is necessary to prevent the recurrence of such phenomena in response to incidents that have had a negative impact due to the misconduct of teachers in the past. A strict and normalized regulatory system is the most important aspect. It is extremely important to face the phenomenon of teacher ethics corruption with a "zero tolerance" attitude, which helps to establish and develop good teacher ethics for educators.

Table 4.9 The Guidelines for Developing Moral Leadership of Kindergarten Staff in Guizhou Province

guidelines for developing moral leadership of kindergarten staff	How to (specific guidelines)	
guidelines for improving the level of humanitarian of kindergarten staff	Create a harmonious interpersonal atmosphere and strengthen team leadership and construction	<ol style="list-style-type: none"> 1. Establish smooth communication channels within the park 2. Create multiple communication methods 3. Actively coordinate conflicts and contradictions within the kindergarten 4. Emphasize the unity construction and leadership of faculty and staff 5. Encourage the creation of non-administrative organizations in kindergartens
guidelines for improving the level of fairness and justice of kindergarten staff	<ol style="list-style-type: none"> 1. Building a shared vision for kindergartens 2. Creating a positive kindergarten culture 	<ol style="list-style-type: none"> 1. Establishing the core values of kindergarten 2. Integrating mainstream educational values with the educational philosophy of kindergartens 3. Make kindergarten managers the expression of a shared vision 4. Actively sharing and promoting the kindergarten vision 1. Establish an organizational culture centered on care, trust, cooperation, fairness and justice 2. Using symbols to represent kindergarten culture

Table 4.9 (Continued)

guidelines for developing moral leadership of kindergarten staff	How to (specific guidelines)
guidelines for improving the level of professional quality of kindergarten staff	1.Enhance professional literacy and achieve professional leadership
guidelines for improving the level of moral quality of kindergarten staff	Improve the mechanism of teacher ethics training and supervision
	3.Integrating Culture into the Construction of Kindergarten System 4. Pay attention to the construction of characteristic culture in kindergartens
	1. Based on reality, carry out course construction 2. Deepen into the frontline of teaching and provide effective support 3.Conducting research projects to promote teacher growth 4. Optimize teaching and research activities to form normalization and institutionalization
	1.Transform leadership style and be good at delegating power reasonably 2.Adjusting and optimizing the organizational structure of kindergartens 3. Emphasize leadership scenarios and select appropriate leadership styles 4.Coordinate external resources and create a development environment
	1.Strengthen the construction of teachers' morality and style, and establish the concept of Lifelong learning

Table 4.9 (Continued)

guidelines for developing moral leadership of kindergarten staff	How to (specific guidelines)
	2. Carry out diversified teacher ethics training methods to improve training effectiveness 3. Establish reasonable standards for teacher ethics evaluation and establish a supervision mechanism

According to table 4.9, the researcher provided the guidelines for developing moral leadership of kindergarten staff in 4 aspects, which contain 24 measures. There are 5 guidelines about promoting humanitarian care of kindergarten staff level, 8 guidelines about promoting fairness and justice of kindergarten staff level, 8 guidelines about promoting professional quality of kindergarten staff level, and 3 guidelines about promoting moral quality of kindergarten staff level.

Part 5: The analysis result about the evaluation of the adaptability and feasibility of guidelines for improving the moral leadership of kindergarten staff in Guizhou province. Presented the data in the form of average value and standard deviation.

Table 4.10 The Average Value and Standard Deviation of the Evaluation of the Adaptability and Feasibility of Guidelines for Improving the Moral Leadership of Kindergarten staff in Guizhou Province

No.	Guidelines for improving the moral leadership of kindergarten staff	Adaptability			Feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
1	Establish smooth communication channels within the park	4.8	0.20	highest	4.80	0.20	highest
2	Create multiple communication methods	4.6	0.25	highest	4.60	0.25	highest
3	Actively coordinate conflicts and contradictions within the kindergarten	4.20	0.37	high	4.80	0.20	highest
4	Emphasize the unity construction and leadership of faculty and staff	4.80	0.20	highest	4.80	0.20	highest
5	Encourage the creation of non-administrative organizations in kindergartens	4.60	0.24	highest	4.80	0.20	highest
	total	4.62	0.13	highest	4.76	0.17	highest
1	Establishing the core values of kindergarten	4.80	0.20	highest	4.80	0.20	highest
2	Integrating mainstream educational values with the educational philosophy of kindergartens	4.80	0.20	high	4.80	0.20	highest
3	Make kindergarten managers the expression of a shared vision	4.80	0.20	highest	4.80	0.20	highest
4	Actively sharing and promoting the kindergarten vision	4.60	0.25	highest	4.60	0.25	highest

Table 4.10 (Continued)

No.	Guidelines for improving the moral leadership of kindergarten staff	Adaptability			Feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
1	Establish an organizational culture centered on care, trust, cooperation, fairness and justice	4.20	0.20	high	4.20	0.20	high
2	Using symbols to represent kindergarten culture	4.60	0.24	highest	4.60	0.25	highest
3	Integrating Culture into the Construction of Kindergarten System	4.60	0.24	highest	4.60	0.25	highest
4	Pay attention to the construction of characteristic culture in kindergartens	4.20	0.20	high	4.80	0.20	highest
	Total	4.62	0.13	highest	4.65	0.12	highest
1	Based on reality, carry out course construction	4.60	0.40	highest	4.20	0.20	high
2	Deepen into the frontline of teaching and provide effective support	4.20	0.20	high	4.20	0.20	high
3	Conducting research projects to promote teacher growth	4.20	0.20	high	4.60	0.25	highest
4	Optimize teaching and research activities to form normalization and institutionalization	4.60	0.40	highest	4.80	0.20	highest
1	Transform leadership style and be good at delegating power reasonably	4.40	0.40	highest	4.80	0.20	highest
2	Adjusting and optimizing the organizational structure of kindergartens	4.80	0.20	highest	4.80	0.20	highest
3	Emphasize leadership scenarios and select appropriate leadership styles	4.40	0.40	high	4.80	0.20	highest

Table 4.10 (Continued)

No.	Guidelines for improving the moral leadership of kindergarten staff	Adaptability			Feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
4	Coordinate external resources and create a development environment	4.60	0.24	highest	4.80	0.20	highest
	total	4.47	0.12	high	4.62	0.08	highest
1	Strengthen the construction of teachers' morality and style, and establish the concept of Lifelong learning	4.80	0.20	highest	4.80	0.20	highest
2	Carry out diversified teacher ethics training methods to improve training effectiveness	4.60	0.24	highest	4.60	0.25	highest
3	Establish reasonable standards for teacher ethics evaluation and establish a supervision mechanism	4.40	0.40	high	4.40	0.40	high
	total	4.60	0.25	highest	4.60	0.25	highest

According to table 4.10, the adaptability and feasibility of guidelines for improving the moral leadership of kindergarten staff in Guizhou province were at highest level with the values between 4.00 and 5.00, which means the guidelines for improving the moral leadership of kindergarten staff in Guizhou province are adaptability and feasibility.

Chapter 5

Discussion Conclusion and Recommendations

The aims of the present study include: 1) to study the structural dimensions of moral leadership of kindergarten staff in Guizhou province; 2) to investigate the current situation of moral leadership of kindergarten staff in Guizhou province; 3) to provide the guidelines for improving moral leadership of kindergarten staff in Guizhou province. 4) to evaluate the adaptability and feasibility of guidelines for improving moral leadership of kindergarten staff in Guizhou province. Kindergarten staff in all regions were selected by random sampling, with a total of 310 staff as representatives. The interview group consisted of 5 kindergarten staff. The research methods were literature analysis, structured interview and questionnaire survey. The statistics for analyzing the data are percentage, mean, and standard deviation.

The details are as follows.

Conclusion

The research for improving moral leadership of kindergarten staff in Guizhou Province. The researcher summarizes the conclusion into 4 parts, details as follows:

Part 1: The structural dimensions of moral leadership of kindergarten staff in Guizhou province.

Part 2: The current situation of moral leadership of kindergarten staff in Guizhou province.

Part 3: The guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

Part 4: The feasibility of guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

Part 1: The contents about the structural dimensions of moral leadership of kindergarten staff in Guizhou province.

The structural dimensions of moral leadership of kindergarten staff in Guizhou province includes four aspects: humanitarian care; fairness and Justice; Professional ethics; moral quality.

Humanitarian care: the principal should have Empathy, be able to actively care for the needs of teachers and students, and help employees to develop; This indicator includes two dimensions: respect and care, assistance and sharing.

Fairness and Justice: The principal should have a belief in fairness and justice, attach importance to the rights and interests of teachers and students, pay attention to work standards, adhere to people-oriented principles, and adhere to educational principles. This indicator includes three dimensions: value rights and interests, education oriented, and focus on norms.

Professional ethics: The principal is able to make professional judgments and take professional actions in complex work environments based on professional norms. This indicator includes two dimensions: professional competence and professional behavior;

Moral quality: The principal has good moral standards, can adhere to moral values, be polite and honest, unite and friendly, and thus have a positive impact on teachers, becoming a role model for others to learn from. This indicator includes two dimensions: values and personal qualities.

Part 2: The current situation of moral leadership of kindergarten staff in Guizhou province.

The current situation of moral leadership of kindergarten staff in Guizhou can be summarized in three aspects:

First, the moral leadership level of the whole team of kindergarten staff in Guizhou is high, but the implementation level of each dimension is unbalanced. Secondly, the implementation level of humanitarian care of kindergarten staff in Guizhou is the highest. Thirdly, the implementation level of Professional ethics of kindergarten staff in Guizhou is the lowest.

Part 3: The guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

The guidelines for improving the moral leadership of kindergarten staff divided into four dimensions, which including 6 aspects, contain 24 measures. There are 5 measures for enhancing the level of humanitarian care, 8 measures for enhancing the level of Fairness and justice, 8 measures for enhancing the level of Professional ethics, and 3 measures for enhancing the level of Moral quality.

Part 4: The adaptability and feasibility of guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

From the analysis results of the evaluation on the adaptability and feasibility of improving the moral leadership of kindergarten staff in Guizhou province, it can be seen that the adaptability and feasibility of the guidelines for improving the moral leadership of kindergarten staff are at the highest level in four aspects. The mean values of adaptability and feasibility of guidelines for improving the level of humanitarian care are 4.62 and 4.76 respectively, which are at the highest level. The mean values of adaptability and feasibility of guidelines for improving the level of Fairness and justice are 4.62 and 4.65 respectively, which are at the highest level. The mean values of adaptability and feasibility of guidelines for improving the level of Professional ethics are 4.47 and 4.62 respectively, which are at the highest level. The mean values of adaptability and feasibility of guidelines for improving the level of moral ethics are 4.60 and 4.60 respectively, which are at the highest level. The mean values of adaptability and feasibility of the four dimensions are between 4.00 to 4.90, indicating that the guidelines for improving the moral leadership of kindergarten staff in Guizhou province is adaptable and feasible.

Discussion

The research in the guidelines for improving the moral leadership of kindergarten staff in Guizhou province. The researcher summarizes the discussion into 4 parts, details as follows:

Part 1: The structural dimensions of moral leadership of kindergarten staff in Guizhou province.

Part 2: The current situation of moral leadership of kindergarten staff in Guizhou province.

Part 3: The guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

Part 4: The adaptability and feasibility of guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

Part 1: The structural dimensions of moral leadership of kindergarten staff in Guizhou province.

The structural dimensions of moral leadership of kindergarten staff are: humanitarian care; fairness and Justice; Professional ethics; moral quality. This is related to the previous theories of scholars, China's Policy Requirements for the Construction of Preschool teacher, and interview results.

First, the determination of these four structural dimensions is related to Sargiovanni's Moral leadership, Sargiovanni's Moral leadership thought mainly emphasizes these aspects: Moral authority is the core authority of school leaders; Emotions, values, and beliefs are important motivational rules for humans; Educational leaders should be adept at finding "substitutes for leaders" and promoting organizational members to become believers in value concepts and service providers for value purposes. These viewpoints are closely related to the moral leadership of kindergarten staff. In addition, taking into account the particularity of the kindergarten educational environment, the vast majority of kindergarten directors are female, and in the kindergarten teaching environment, most of them are mainly female education and management. however, many relevant leadership theories still take moral reasoning, fairness and justice as the key factors of moral behavior, and most of these moral leadership theories are mainly from the male perspective, lack of female perspective. It does not really explore the real life and work experience of female leaders, so in the theoretical framework, in addition to Sergiovanni's moral leadership theory, it also refers to the moral thinking

of the caring orientation put forward by the female scholar Gilligan (Gilligan, 1977), and combines the "Kindergarten Education guidance outline (trial)" (2015) and the "Kindergarten Director Professional Standard" (2016) issued by the Ministry of Education (Jing SU et al., 2022). In the construction of the theoretical framework, we pay attention to the relevant factors of kindergarten managers in educational concept and educational practice, and initially construct the structural framework of kindergarten director's moral leadership.

Secondly, the determination of these four structural dimensions refers to relevant scholars such as Khuntia. (2004). developed a scale with 22 items to measure corporate Ethical leadership in the context of Culture of India, and divided Ethical leadership into two dimensions: leader empowerment behavior and motivation and traits (Khuntia, 2004). Brown. (2006). has developed a single dimension Ethical leadership scale (ELS) through research. The scale contains such contents as decision-making justice, safeguarding employees' interests, interpersonal trust, etc. The scale has good reliability and validity, and has been widely used in the measurement of Ethical leadership (Brown, 2006); Resick. (2006). found that Ethical leadership has the same four dimensions in different cultural backgrounds through the discussion of cross-cultural issues: integrity and honesty, altruistic orientation of behavior, and collective interests first and incentive. However, people in different cultures have different degrees of recognition for these four dimensions (Resick, 2006). DeHoogh. (2008). and other researchers divided Ethical leadership into three dimensions: morality and fairness, role clarification, and power sharing (De Hoogh, 2008). Kalshoven. (2011). established a multi-dimensional Ethical leadership questionnaire (ELW), which expanded Ethical leadership behavior into seven aspects: fairness, honesty, moral guidance, human orientation, power sharing, clear roles, and consideration of sustainable development of the organization.

Thirdly, the determination of the structural dimensions of these four aspects comes from the interview results of five interviewees. In the interviews at this stage, the researchers conducted in-depth interviews through 2 questions related to moral leadership of kindergarten staff, The interview results show that the definition of moral leadership of kindergarten staff and the setting of structural dimensions of

moral leadership of kindergarten staff in this study have been highly recognized. In addition, the interview outline of indicator design and the structure of indicators have been guided by experts, which makes the construction of indicators more scientific and can better present the elements that managers need to have for ethical leadership in real situations. Researchers invite experts from relevant fields to conduct interviews and provide suggestions on indicator construction. Through the experts' professional knowledge, experience, and subjective judgment, scattered opinions gradually converge until they are consistent, ultimately obtaining a common understanding of indicator construction among experts.

Part 2: The current situation of moral leadership of kindergarten staff in Guizhou province.

The current situation of the moral leadership of kindergarten staff in Guizhou province has a good level of moral leadership, especially, the implementation level of humanitarian care of kindergarten staff in Guizhou province is the highest; follow by the level of moral quality of kindergarten staff. The implementation level of Fairness and justice and Professional ethics of kindergarten staff at a medium level. The main factors associated with it are:

Firstly, Reasons for high levels of humanitarian care of kindergarten staff. During the survey, it was found that the working environment of kindergartens is basically female workers. Women tend to work and live in caring organizations, and pay more attention to interpersonal relationships and emotional support. Therefore, as female managers, they will have their own characteristics, create a cultural atmosphere of concern and trust for kindergartens, give full play to emotional cohesion, and enable teachers to carry out all kinds of work in a harmonious, friendly, trust and cooperation atmosphere, Through this cultural construction, kindergartens can demonstrate a positive and rich cultural heritage. Under the influence of this culture, they can subtly change the spiritual outlook and behavioral activities of organizational members, tightly unite faculty and staff, and further strengthen the values and beliefs of organizational members, thereby forming a cohesive force within the organization. At the same time, managers can effectively carry out reasonable institutional construction, fully mobilize the enthusiasm of teachers' work,

and many managers often communicate emotionally with teachers, listen to their voices, care about their living conditions, and strive to solve their problems, fully exerting the cohesion of emotions.

Secondly, Reasons for medium levels of Fairness and justice of kindergarten staff. Fairness and justice in kindergartens are mainly reflected in attitudes towards conflicts and contradictions. There are many problems in kindergarten management, from internal teaching work to external communication with parents, conflicts and contradictions seem to be more prominent and frequent. In terms of internal work, it is mainly reflected in the arrangement of work tasks and related interest allocation issues, such as professional title evaluation and performance evaluation. However, for external conflicts and contradictions, it is mainly manifested as differences in parenting concepts and methods between teachers and parents. For internal conflicts, through investigation, it was found that many faculty members are dissatisfied with the arrangement of work tasks, and the construction of some work systems is also like a sham. Work arrangements often show lack of planning and arbitrariness, and kindergarten work pressure is high, with many tasks and low rewards obtained through hard work. This is also where many managers and faculty members are not satisfied, Conflicts and contradictions are inevitable to a certain extent, but as a kindergarten manager, it is very important to choose the way to handle conflicts, which indirectly reflects the issue of fairness and justice in the work. In addition, there are individual differences in the leadership level of kindergarten principals. Therefore, in promoting the improvement of kindergarten principals' leadership, it is necessary to fully consider the differences in their teaching experience, tenure, educational background, and professional background. At the same time, according to the survey results, moral leadership is a process of gradual improvement after long-term accumulation. It is necessary to create a loose and stable growth environment for managers. At the same time, it is necessary to strengthen the training and policy support for kindergarten managers.

Thirdly, Reasons for medium levels of professional quality of kindergarten staff. For kindergarten managers, a lot of work matters affect their time and opportunities for self-improvement and learning. In addition to work, they also need

to balance their own family's development, so there is a lack of significant opportunities and time for learning. In addition, although relevant education departments have also conducted more skill training, the content and theme of the training are not arranged in conjunction with the actual development and needs of local kindergartens, The pertinence and effectiveness of training are not very high. In addition, there are not many job title evaluations and opportunities. From research, it can be found that most managers have junior job titles and have fewer opportunities for promotion, which indirectly affects the effective improvement of kindergarten managers' professional literacy. Some kindergarten managers do not have a deep understanding of the basic theories of kindergarten cultural construction and the basic laws of children's physical and mental development, which indirectly leads to many difficulties and obstacles in management work.

Fourthly, Reasons for high levels of moral quality of kindergarten staff. The closest connection between kindergarten is between family and community. The society is constantly developing and changing. Kindergartens in it are inevitably affected by various factors, especially the moral requirements of parents and society for kindergarten teachers. With the spread of information about child abuse, all sectors of society have begun to increase the requirements for the quality of Preschool teacher. In particular, the relevant education administration departments have carried out a large number of education and training on teachers' ethics for kindergarten managers and staff, Extend the training content and implementation process to the daily work and life of kindergarten teachers, pay attention to their daily guidance, and develop their ability to implement teacher ethics. In the training process, teachers spontaneously established various learning groups through a certain learning community. Through Cooperative learning, dialogue and other ways, they discussed educational ideas, shared educational experience and promoted the growth and progress of both sides of the learning community. The learning community of kindergarten teachers integrates the educational experiences, practical experiences, and logical thinking of individual kindergarten teachers, thereby effectively improving the quality of learning and enhancing the moral literacy of preschool managers.

Part 3: The guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

The researcher provided the guidelines for improving moral leadership of kindergarten staff in 4 aspects, which contain 24 measures. There are 5 guidelines about promoting humanitarian care of kindergarten staff level, 8 guidelines about promoting fairness and justice of kindergarten staff level, 8 guidelines about promoting professional quality of kindergarten staff level, and 3 guidelines about promoting moral quality of kindergarten staff level. The proposal of these measures mainly stems from the results obtained from the previous stage. The problems reflected in these results point out the direction for improving the level of moral leadership of kindergarten staff. The improvement direction is based on the shortcomings reflected in the four dimensions of inspiration of moral cultivation, humanitarian care, fairness and justice, professional quality and moral quality. Put forward targeted guidelines to improve the moral leadership of kindergarten from four aspects.

Firstly, guidelines for enhancing the level of humanitarian care of kindergarten staff. Kindergarten, as an organization with a large proportion of female members, has interpersonal characteristics that distinguish it from other organizations. Women tend to work and live in organizations filled with care, and place greater emphasis on interpersonal relationships and emotional support. At the same time, women are more delicate and sensitive emotionally, which may make interpersonal relationships within organizations relatively complex. In daily work, each class is usually led by 2-3 teachers, who are present together for each activity. Therefore, a class in a kindergarten is a small society, and any activity cannot be carried out without the division of labor and cooperation between teachers. If there is disharmony in interpersonal relationships and certain interpersonal conflicts cannot be resolved in a timely manner, it will affect the cohesion of organizational members and even affect the smooth implementation of educational work. Good interpersonal relationships can promote unity and cooperation among faculty and staff, form positive and stable working relationships among organizational members, and thus improve the quality of education.

Secondly, guidelines for enhancing the level of fairness and justice of kindergarten staff. From real life, it can be observed that conflicts in kindergartens seem to be more pronounced and frequent. As a kindergarten manager, the principal must learn to face conflicts with a positive attitude. The conflict mainly manifests as differences in parenting concepts and methods between teachers and parents, and of course, there are also issues with the distribution of benefits in work. Conflicts and contradictions are inevitable to a certain extent, but as a kindergarten manager, it is very important to choose the way to handle conflicts, which indirectly reflects the issue of fairness and justice in work. As a manager, it is necessary to always realize that having harmonious interpersonal relationships is the foundation of providing high-quality education in kindergartens and the guarantee of solving problems fairly and justly. Conflict is a normal phenomenon in teachers' lives and work, Some conflicts can play a positive role in promoting organizational members to empathize, achieve personal growth and organizational change, and demonstrate fairness and justice in management.

Thirdly, guidelines for enhancing the level of professional quality of kindergarten staff. With the advent of the knowledge economy era, kindergarten managers should comprehensively expand their personal cultivation in various aspects, broaden their knowledge fields, and possess a relatively broad range of scientific and cultural knowledge in order to meet the needs of society and their own development. Kindergarten managers must become educational leaders, achieve professional guidance for kindergartens, and become professional authorities of kindergartens. They must focus on improving their professional literacy, continuously expanding their knowledge reserves, and improving their ability levels. The aspects involved in improving professional literacy mainly include mastering scientific curriculum and teaching concepts, possessing knowledge of teaching strategies and models, monitoring courses, and helping teachers improve their teaching abilities. Only with these knowledge and abilities can managers reasonably plan the development of kindergartens, improve the curriculum and teaching quality of kindergartens, create a good learning environment for young children, provide teaching support for teachers, and promote the improvement of teachers' professional level.

Fourthly, strategies for enhancing the level of moral quality of kindergarten staff. The cultivation of good moral character is a process of multiple factors working together. Based on the soil of kindergarten as a teacher's work and life, fully utilize this platform to cultivate the content of kindergarten teacher ethics training, and strengthen the ideological infiltration of campus culture into kindergarten teachers. Fully utilizing the kindergarten environment and strengthening the display of laws, regulations, and policies on moral construction not only avoids the forced theoretical indoctrination of teachers through centralized training, but also creates a subtle spiritual atmosphere. At the same time, a sound supervision system should be established to better ensure the healthy development of kindergarten teachers' professional ethics, establish diversified forms of professional ethics supervision, and fully carry out multi-channel and diversified methods of professional ethics supervision to ensure the effectiveness of kindergarten teachers' professional ethics supervision.

Part 4: The adaptability and feasibility of guidelines for improving the moral leadership of kindergarten staff in Guizhou province.

The adaptability and feasibility of strategies for improving the moral leadership of kindergarten staff in four aspects were at highest level. Among them, the evaluation of the feasibility of guidelines for enhancing the level of p humanitarian care was at highest level ($\bar{X}=4.62$; $\bar{X}=4.76$). The evaluation of the feasibility of guidelines for enhancing the level of fairness and justice was at highest level ($\bar{X}=4.62$; $\bar{X}=4.65$). The evaluation of the feasibility of guidelines for enhancing the level of professional quality was at highest level ($\bar{X}=4.47$; $\bar{X}=4.62$). The evaluation of the feasibility of strategies for enhancing the level of moral quality was at highest level ($\bar{X}=4.60$; $\bar{X}=4.60$).

From the research, it can be seen that the adaptability and feasibility of the guidelines for improving moral leadership have reached a high level. In the process of formulating these guidelines, the basic connotations of relevant theories have also been reflected, such as contingency theory, which emphasizes that no single and unchanging management method can be applicable to all organizations, The optimal organizational structure changes with certain factors (such as strategy, scale,

technology, environment, etc.); The ethical leadership theory suggests that leadership style can influence subordinates' behavior through role demonstration and moral management; The theory of belonging needs suggests that individuals need to perceive connections with others, be accepted, respected, and cared for, and have value for others; The theory of individual environment matching emphasizes that an individual's attitude and behavior are jointly determined by the individual and their environment. When there is good compatibility between individual characteristics and environmental characteristics, individual environment matching will occur; The service-oriented leadership theory emphasizes the importance of paying attention to the personal growth of subordinates, and ultimately becoming a true leader by serving others; The theory of transformational leadership believes that leaders have the ability to lead people to take action and focus on cultivating and developing individual abilities, making them the driving force for organizational reform; The traditional Chinese thought of rule of virtue emphasizes the combination of virtue and talent, prioritizing virtue, and showcasing one's moral influence and personality charm through the cultivation of internal virtue, thereby influencing, educating, and guiding followers and the general public to achieve moral leadership.

Recommendations

Implications

According to the guidelines for improving the moral leadership of kindergarten staff in Guizhou province and various elements in the management model, as well as the conclusion of empirical research, the operation of the kindergarten staff in Guizhou province should follow the following basic steps:

First, as a kindergarten administrator, we should strive to improve our own moral cultivation and establish Moral authority. Research has shown that moral cultivation can have a positive impact on the construction of teacher teams, and the improvement of individual moral cultivation can lead to a sufficient sense of belonging and trust in the teacher team. Through the Ethical leadership of kindergarten administrators to guide the construction of teacher teams, it helps to

improve the internal satisfaction of teachers and promote the good development of teacher team construction. Therefore, kindergarten managers should continuously improve their moral cultivation and lead development with ethical behavior. The Ethical leadership of the kindergarten manager pays attention to the leadership of the values of the teachers' team members, which requires the kindergarten manager to have excellent moral cultivation. Kindergarten administrators should put Moral authority in the first place and make efforts to establish Moral authority. Therefore, kindergarten managers should enhance their moral cultivation through moral cultivation. The kindergarten administrator is the core figure of the kindergarten development, and also the core of the teacher team construction. Her own moral level directly affects whether she can successfully practice Ethical leadership.

Secondly, we need to transform our leadership style and attach importance to humanitarian care. As the leader of the kindergarten, the kindergarten manager's leadership style has a direct impact on the development of the teacher team construction. In the process of the kindergarten manager's practice of Ethical leadership, it is imperative to change the leadership style. Kindergarten managers should adhere to a respectful, trusting, and inclusive attitude towards teachers, strive to improve their internal satisfaction with their work, and thus achieve effective development of teacher team building. Facing teachers, kindergarten managers should have a tolerant heart. The studios in the kindergarten are numerous and trivial, and teachers are constantly under pressure throughout the day, making it easy to make mistakes or mistakes. At this time, the attitude of kindergarten managers can have a direct impact on their work enthusiasm and satisfaction. Kindergarten administrators tolerate teachers' mistakes or mistakes, and face and solve them together with teachers, which can fill teachers' hearts with warmth, and make teachers work harder and more positive because of gratitude. Inclusion is an important part of kindergarten administrators' Ethical leadership. When work itself will bring happiness and satisfaction to workers, kindergarten managers will have the foundation of Ethical leadership. Make people full of vitality in their work, actively pursue outstanding performance in their work state, and hope that others feel that they are "capable" and feel the joy of creating value. By enriching the activities of

teacher team building and strengthening the guidance and support of teacher team building, the teacher team can reach a "full" state, gain job satisfaction, and improve the internal satisfaction of teacher work.

Thirdly, it is necessary to leverage the leadership style of women, which is based on the special nature of kindergartens as all female organizations. Kindergarten teachers are a special group mainly composed of women, so managers have delicate and sensitive emotional characteristics. In addition, kindergarten work is extremely cumbersome, with fragile psychological resilience, weak resilience to setbacks, and a tendency to complain or even lose temper. This also makes interpersonal relationships and collaboration issues easy to arise between teachers. Therefore, when kindergarten managers lead the construction of teachers' teams with Ethical leadership, they should give proper play to women's leadership style, give full play to the characteristics of compassion and sensitivity to other people's emotions, care about teachers' interpersonal relationships, family conditions and other aspects as coordinators and motivators, and support and respond emotionally as much as possible, so as to better practice their Ethical leadership.

Fourthly, we should actively promote the construction of kindergarten culture and develop the common vision of kindergartens. Kindergartens will gradually develop their own concepts and advantages in the practice of running kindergartens, and they have already developed their own culture. Kindergarten culture can reflect its own advantages and characteristics, and be recognized by organizational members. Ideals and pursuits are the internal forces that maintain the development of kindergartens. It has brought theoretical and ideological basis for the reform and development of kindergartens, as well as the impetus for the sustainable development of kindergartens, which has strengthened the cohesion and Centripetal force of kindergartens. A good kindergarten culture can reduce the difficulty of teacher team building and is extremely beneficial for the long-term development of kindergartens. Therefore, it is necessary to give due attention to the cultural construction of kindergartens. In addition, a shared vision is an image of the common aspirations of all members in an organization, which enables everyone to have shared goals and values. A shared vision can stimulate the power of each member,

enabling the development of relationships between people and organizations, and creating a more stable and harmonious atmosphere within the organization. Generally speaking, the team building of teachers is based on the establishment of a common vision. In the process of planning and establishing a common vision, kindergarten managers should actively guide teachers to actively participate, motivate and encourage teachers to actively integrate their personal development needs with the kindergarten's development vision, and encourage teachers to internalize and absorb them into their personal vision, thereby stimulating their work enthusiasm, Promote the effective development of teacher team building. Kindergarten managers should lead teacher team building with Ethical leadership, actively integrate personal vision according to the development needs of the team, and fully refine personal vision, finally form a common vision of the organization, and provide a strong force for teacher team building.

Future Researches

The research of this paper on the theory and guidelines for improving the moral leadership of kindergarten staff in Guizhou province can provide useful reference for future related research, which is mainly reflected in the following aspects:

1. Future research can develop more refined measurement tools for the moral leadership of kindergarten principals, forming research results such as the "Evaluation Index System for Moral Leadership of Kindergarten Teachers", providing scientific references for the selection and evaluation of kindergarten leaders, forming more scientific governance plans, improving the management efficiency of kindergartens, and providing reference for the training of kindergarten principals and preschool teachers.

2. In terms of research objects, when further exploring issues related to Ethical leadership of kindergarten managers, we can broaden the source of samples, such as increasing samples from other regions, increasing more research objects, and making the research conclusions more comprehensive.

3. In terms of research content, there are few relevant studies on Ethical leadership of kindergarten administrators, but the activities in the kindergarten are rich and diverse, such as parents' open days, class culture construction, children's independent games, etc. Future research can try to combine these contents with the Ethical leadership of the head of the kindergarten, providing reference for more research on Ethical leadership.

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Appendixes

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of experts

NO.	name	Workplace
1	Professor Wang Xiang	GuiYang Preschool Education College
2	Professor Yang zhi	GuiYang Preschool Education College
3	Professor Liu jing	GuiYang Preschool Education College
4	Professor Chenzhejing	GuiZhou education university
5	Professor Luochao	GuiZhou education university



Ref. No. 0643.14/ 580

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Professor Luo Chao, Guiyang University

Attachment 1 questionnaire

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies for Improving the Level of Educational Technology Literacy of Teachers in Universities in Guangxi". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 585



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation**Dear** Professor Chen Zhejing, GuiZhou Guiyang University**Attachment** 1 questionnaire

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies for Improving the Level of Educational Technology Literacy of Teachers in Universities in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/0824



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation**Dear** Professor Liu Jing, GuiZhou Education University**Attachment** 1 questionnaire

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies for Improving the Level of Educational Technology Literacy of Teachers in Universities in Guangxi". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

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Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Professor Wang Xiang, GuiYang Preschool Education College

Attachment 1 questionnaire

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Improving Moral Leadership of Kindergarten Staffs in Guizhou Province". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

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Ref. No. 0643.14/ 583

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Professor Yang Zhi, GuiZhou Education University

Attachment 1 questionnaire

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategies for Improving the Level of Educational Technology Literacy of Teachers in Universities in Guangxi". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

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Tel. (662) 4737000

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Appendix B
Official Letter

Ref. No. 0643.14/ 583



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request for data collection**Dear** President of GuiZhou Education University**Attachment** 1. 100 copies of the questionnaire
2. Structured interview

Regarding Mr. Luo Kai student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Improving Moral Leadership of Kindergarten Staffs in Guizhou Province". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 587



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request for data collection

Dear President of GuiYang Preschool Education College

Attachment 1. 210 copies of the questionnaire
2. Structured interview

Regarding Mr. Luo Kai student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Improving Moral Leadership of Kindergarten Staffs in Guizhou Province". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

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Ref. No. 0643.14/ 573

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request for evaluation of guidelines

Dear Professor Zhang Hongyi, GuiYang Preschool Education College

Attachment Evaluation sheets

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Improving Moral Leadership of Kindergarten Staffs in Guizhou Province". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

The guideline for improving moral leadership of kindergarten staffs will be developed in this research. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in evaluating the guideline. The researcher is glad to hear your suggestions for the improvement of the guideline for improving moral leadership of kindergarten staffs. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000



Ref. No. 0643.14/ ๕๕๐

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request for evaluation of guidelines

Dear Professor Liu Jing, GuiZhou Education University

Attachment Evaluation sheets

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Improving Moral Leadership of Kindergarten Staffs in Guizhou Province". The thesis committee is as follows:

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| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
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(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 581



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request for evaluation of guidelines**Dear** Professor Luochao, Guiyang University**Attachment** Evaluation sheets

Regarding Mr. Luo Kai with student code 6373104109, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Guideline for Improving Moral Leadership of Kindergarten Staffs in Guizhou Province". The thesis committee is as follows:

- | | |
|--|------------|
| 1. Associate Professor Dr. Pinyapat Pargudtong | Advisor |
| 2. Assistant Professor Dr. Patchara Dechhome | Co-advisor |
| 3. Assistant Professor Dr. Niran Sutheeniran | Co-advisor |

The guideline for improving moral leadership of kindergarten staffs will be developed in this research. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in evaluating the guideline. The researcher is glad to hear your suggestions for the improvement of the guideline for improving moral leadership of kindergarten staffs. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix C
Research Instrument

Appendix C-1

Interview outline of kindergarten moral leadership

Hello! Thank you very much for participating in this survey. This is a questionnaire about what is "kindergarten moral leadership". Its purpose is to understand the basic connotation of kindergarten moral leadership and propose development strategies for cultivating kindergarten moral leadership. Therefore, we need to rely on your professional knowledge and rich experience in early childhood education. This survey is filled in by secret. Your answer is only for academic research. I hope you can provide valuable experience and express our sincere gratitude for your warm help!

Basic information

1. A1: Your gender
 Male Female
2. A2: Your age group
 18-23 23-28 28-32 32-40 40-50 Above 50 years old
3. A3: Your specialt
 Preschool education major Non preschool education major
4. A4: Your educational level
 Junior high school and below Senior high school Junior college Bachelor degree Master degree and above
5. A5: Your working years
 1 year and below 1-3 years 3-5 years 5-10 years 10 years and above
6. A6: Your Professional title
 Advanced Level 1 Level 2 Level 3 Not assessed
7. A7: The size of your kindergarten
 3-6 shifts 7-12 shifts 13-18 shifts more than 18 shifts

Interview outline on moral leadership

1. Based on your understanding and actual work, please describe the behavior or characteristics that are consistent with the kindergarten head's moral leadership as much as possible.

2. In combination with your understanding of moral leadership, please describe the behavior or characteristics that conform to the kindergarten head's Ethical leadership as far as possible.

Appendix C-2

Interview Outline Checklist

Experts are invited to test the consistency, coverage and completeness of the questionnaire "The current situation of moral leadership of kindergarten principals in Guizhou Province, China". The behaviors to be measured are shown in the annex. Please score according to the following three characteristics (as shown in Table 1), and mark "v" in the corresponding questionnaire form (as shown in Table 2).

Table 1: Description of scoring values

Fractional value	+1	This question is the same as its term definition
	0	Not sure whether the problem is consistent with its term definition
	-1	The problem is inconsistent with its terminology definition

Table 2: Interview outline on Moral Leadership of kindergarten staff

interview questions	Expert evaluation			
	+1	0	-1	suggestion
1. In combination with your understanding and practical work, please talk about what is moral leadership of kindergarten staff?				
2. In combination with your understanding of moral leadership, please describe the behavior or characteristics that conform to the kindergarten head's Ethical leadership as far as possible.				

Appendix C-3

Questionnaire on moral leadership of kindergarten principals

Dear teacher: Hello!

Thank you very much for participating in this survey. This is a questionnaire about what is "kindergarten moral leadership". Its purpose is to study the main factors that affect the formation of kindergarten moral leadership. This scale is divided into two parts: personal basic data and formal scale. The content of the formal scale is divided into four aspects: "human care", "fairness and justice", "professional ethics" and "moral cultivation". For the rationality of the scale construction, you need to use your professional knowledge and rich experience in early childhood education as a reference. I hope you can provide valuable experience and help you warmly, thank you very much! It takes about 20 minutes to answer this questionnaire. When answering questions, please mark "√" in the corresponding box close to your idea.

Part I- personal basic data

Part A: basic information

This section is mainly about your basic situation. The personal information involved in the questionnaire is anonymous. Please read it carefully and mark "√" before the corresponding options

1. A1: Your gender
 - Male Female
2. A2: Your age group
 - 18-23 23-28 28-32 32-40 40-50 Above 50 years old
3. A3: Your specialty
 - Preschool education major Non preschool education major
4. A6: Your educational level
 - Junior high school and below Senior high school Junior college
 - Bachelor degree Master degree and above
5. A7: Working years
 - 1 year and below 1-3 years 3-5 years 5-10 years
 - 10 years and above

6. A9: Your title is

Advanced Level 1 Level 2 Level 3 Not assessed

7. A12: Kindergarten scale

3-6 shifts 7-12 shifts 13-18 shifts more than 18 shifts

Part II- formal scale

Part B: Humanitarian care

Humanitarian care mainly emphasizes that kindergarten principals should have empathy, take the initiative to care for the needs and physical and mental health of teachers and children, and then develop teachers' potential and affirm their value. Please make your choice based on the relevant events you have learned or experienced in the park. In the following options, 5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant"), please pay attention to the options and answer.

Questionnaire items	5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant")				
B1:The kindergarden director can give the teacher enough respect.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
B2:The kindergarden director can be concerned about the growth and development of teachers.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
B3:The kindergarden director can think from the standpoint of the teacher.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
B4:The kindergarden director can express concern and understanding to the teacher.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
B5:The director can be honest and negotiate the tasks of all his colleagues.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
B6:The director can share his professional ideas and work with teachers to build the vision of the kindergarden.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Part C: fairness and justice

The head of the kindergarten should have the belief of fairness and justice, always check the rationality of all matters in the work, and protect the rights and interests of teachers. Please make your choice based on the relevant events you have learned or experienced in the park. In the following options, 5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant"), please pay attention to the options and answer.

Questionnaire items	5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant")				
C1:The director will attach importance to the rights and interests of teachers and young children.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
C2:The director will treat the teachers who work overtime by other means of compensation.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
C3:The kindergarten director can be child-oriented and establish a professional but non-commercial teaching environment.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
C4:The garden director can adhere to scientific educational beliefs and principles and will not change easily.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
C5:The director pays attention to the norms of work and emphasizes the rules and regulations.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
C6:In the work, each teacher can be recognized and rewarded for his outstanding work achievements.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Part D: Professional ethics

The principal can make professional judgments and take professional actions in a complex work environment based on professional norms. Please make your choice based on the relevant events you have learned or experienced in the park. In the following options, 5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant"), please pay attention to the options and answer.

Questionnaire items	5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant")				
D1:The kindergarden director will not vent his personal feelings on the teacher at will.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
D2:The kindergarden director should not strive for merits and mistakes in his work and have the courage to take responsibility.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
D3:The kindergarden director can put forward his personal opinions and improvement measures for the unreasonable educational behavior.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
D4:The kindergarden director can help teachers when they encounter difficulties at work.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
D5:The kindergarden director can establish a fair and reasonable assessment system.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
D6:The director can discuss the development of the park with other colleagues.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Part E: Moral Quality

The head of the kindergarten has a good moral code, can adhere to moral values, be polite and honest, unite and friendly, and then have a positive impact on teachers and become a model for teachers and students. Please make your choice based on the relevant events you have learned or experienced in the park. In the following options, 5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant"), please pay attention to the options and answer.

Questionnaire items	5="very agree"/"very important"; 4="agree"/"important"; 3="general"/"uncertain"; 2="disagree"/"unimportant"; 1="very disagree"/"very unimportant")				
E1:The director will not spread rumors to maliciously slander someone.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
E2:The director will not maliciously deceive parents.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
E3:The director can set an example in words and deeds and have a positive impact on teachers.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
E4:The director is honest, trustworthy and responsible.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
E5:The director can abide by the law and adhere to scientific values.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

This is the end of the questionnaire. Thank you again for your participation!

Appendix C-4

Questionnaire Checklist

Part I: Basic information of respondents

Questions	Expert evaluation			
	+1	0	-1	Suggestion
Your gender <input type="radio"/> male <input type="radio"/> female				
Your age group <input type="radio"/> 18-23 <input type="radio"/> 23-28 <input type="radio"/> 28-32 <input type="radio"/> 32-40 <input type="radio"/> 40-50 <input type="radio"/> Above 50 years old				
Your specialty <input type="radio"/> Preschool education major <input type="radio"/> Non preschool education major				
Your educational level <input type="radio"/> Junior high school and below <input type="radio"/> Senior high school <input type="radio"/> Junior college <input type="radio"/> Bachelor degree <input type="radio"/> Master degree and above				
Working years <input type="radio"/> 1 year and below <input type="radio"/> 1-3 years <input type="radio"/> 3-5 years <input type="radio"/> 5-10 years <input type="radio"/> 10 years and above				
Your title is <input type="radio"/> Advanced <input type="radio"/> Level 1 <input type="radio"/> Level 2 <input type="radio"/> Level 3 <input type="radio"/> Not assessed				
Kindergarten scale <input type="radio"/> 3-6 shifts <input type="radio"/> 7-12 shifts <input type="radio"/> 13—18 shifts <input type="radio"/> more than 18 shifts				

Part II: Questionnaire on the current situation of kindergarten moral leadership

Experts are invited to test the consistency, coverage and completeness of the questionnaire "The current situation of moral leadership of kindergarten principals in Guizhou Province, China". The behaviors to be measured are shown in the annex. Please score according to the following three characteristics (as shown in Table 1), and mark "√" in the corresponding questionnaire form (as shown in Table 2).

Table 1: Description of scoring values

Fractional value	+1	This question is the same as its term definition
	0	Not sure whether the problem is consistent with its term definition
	-1	The problem is inconsistent with its terminology definition

Table 2: Questionnaire on the current situation of kindergarten moral leadership

Moral leadership of kindergarten	Expert evaluation			
	+1	0	-1	suggestion
Humanitarian care				
1.The kindergarten director can give the teacher enough respect.				
2. The kindergarten director can be concerned about the growth and development of teachers.				
3.The kindergarten director can think from the standpoint of the teacher.				
4.The kindergarten director can express concern and understanding to the teacher.				
5.The director can be honest and negotiate the tasks of all his colleagues.				
6.The director can share his professional ideas and work with teachers to build the vision of the kindergarten.				
fairness and justice	+1	0	-1	suggestion
1.The director will attach importance to the rights and interests of teachers and young children.				
2.The director will treat the teachers who work overtime by other means of compensation.				

Moral leadership of kindergarten	Expert evaluation			
	+1	0	-1	suggestion
3.The kindergarten director can be child-oriented and establish a professional but non-commercial teaching environment.				
4.The garden director can adhere to scientific educational beliefs and principles and will not change easily.				
5.The director pays attention to the norms of work and emphasizes the rules and regulations.				
6.In the work, each teacher can be recognized and rewarded for his outstanding work achievements.				
Professional ethics	+1	0	-1	suggestion
1.The kindergarden director will not vent his personal feelings on the teacher at will.				
2.The kindergarden director should not strive for merits and mistakes in his work and have the courage to take responsibility.				
3. The kindergarden director can put forward his personal opinions and improvement measures for the unreasonable educational behavior.				
4. The kindergarden director can help teachers when they encounter difficulties at work.				
5.The kindergarden director can establish a fair and reasonable assessment system.				
6.The director can discuss the development of the park with other colleagues.				
Moral Quality	+1	0	-1	suggestion
1.The director will not spread rumors to maliciously slander someone.				
2.The director will not maliciously deceive parents.				
3.The director can set an example in words and deeds and have a positive impact on teachers.				
4.The director is honest, trustworthy and responsible.				
5. The director can abide by the law and adhere to scientific values.				

Thank you for your participation and guidance!

Appendix C-5

Outline of Improvement Strategy Interview

Hello! Thank you very much for participating in this survey. This is a questionnaire about what is "how to improve kindergarten moral leadership". Its purpose is to propose development strategies for cultivating kindergarten Ethical leadership. Therefore, it is necessary to draw on your professional knowledge and rich experience in early childhood education. This survey is filled out anonymously, and your answer is only for academic research. We hope you can provide valuable experience and express our sincere gratitude for your enthusiastic help! Basic information

1. A1: Your gender
 - Male Female
2. A2: Your age group
 - 18-23 23-28 28-32 32-40 40-50 Above 50 years old
3. A3: Your specialt
 - Preschool education major Non preschool education major
4. A4: Your educational level
 - Junior high school and below Senior high school Junior college Bachelor degree
 - Master degree and above
5. A5: Your working years
 - 1 year and below 1-3 years 3-5 years 5-10 years 10 years and above
6. A6: Your Professional title
 - Advanced Level 1 Level 2 Level 3 Not assessed
7. A7: The size of your kindergarten
 - 3-6 shifts 7-12 shifts 13-18 shifts more than 18 shifts

Interview outline on moral leadership

1. According to your work practice and understanding of Ethical leadership, talk about how to improve the level of humanitarian care, so as to promote Ethical leadership.
2. Combine your work practice and your understanding of Ethical leadership, talk about how to improve the level of fairness and justice, so as to promote Ethical

leadership.

3 According to your work practice and understanding of Ethical leadership, talk about how to improve the level of professional quality, so as to promote the promotion of Ethical leadership.

4. According to your work practice and understanding of Ethical leadership, talk about how to improve the level of moral quality, so as to promote the promotion of Ethical leadership.

Appendix C-6

Outline of Improvement Strategy Interview Checklist

Experts are invited to test the consistency, coverage and completeness of the questionnaire "The current situation of moral leadership of kindergarten principals in Guizhou Province, China". The behaviors to be measured are shown in the annex. Please score according to the following three characteristics (as shown in Table 1), and mark "v" in the corresponding questionnaire form (as shown in Table 2).

Table 1: Description of scoring values

Fractional value	+1	This question is the same as its term definition
	0	Not sure whether the problem is consistent with its term definition
	-1	The problem is inconsistent with its terminology definition

Table 2: Interview outline on Moral Leadership of kindergarten staff

interview questions	Expert evaluation			
	+1	0	-1	suggestion
1. According to your work practice and understanding of Ethical leadership, talk about how to improve the level of humanitarian care, so as to promote Ethical leadership.				
2. Combine your work practice and your understanding of Ethical leadership, talk about how to improve the level of fairness and justice, so as to promote Ethical leadership.				
3 According to your work practice and				

interview questions	Expert evaluation			
	+1	0	-1	suggestion
understanding of Ethical leadership, talk about how to improve the level of professional quality, so as to promote the promotion of Ethical leadership.				
4. According to your work practice and understanding of Ethical leadership, talk about how to improve the level of moral quality, so as to promote the promotion of Ethical leadership.				

Appendix C-7

Evaluation Form of feasibility

Guidelines for improving moral leadership of kindergarten staff in Guizhou province
Questionnaire on the current situation of kindergarten moral leadership

Moral leadership of kindergarten	Feasibility				
	5	4	3	2	1
Humanitarian care					
1.Establish smooth communication channels within the kindergarten					
2. Create multiple communication methods					
3.Actively coordinate conflicts and contradictions within the kindergarten					
4.Emphasize the unity construction and leadership of faculty and staff					
5.Encourage the creation of non- administrative organizations in kindergartens					
fairness and justice	5	4	3	2	1
1. Establishing the core values of kindergarten					
2. Integrating mainstream educational values with the educational philosophy of kindergartens					
3. Make kindergarten managers the expression of a shared vision					
4.Actively sharing and promoting the kindergarten vision					
1. Establish an organizational culture centered on care, trust, cooperation, fairness and justice					
2.Using symbols to represent kindergarten culture					
3.Integrating Culture into the Construction of					

Moral leadership of kindergarten	Feasibility				
	5	4	3	2	1
Kindergarten System					
4.Pay attention to the construction of characteristic culture in kindergartens					
Professional ethics	5	4	3	2	1
1.Based on reality, carry out course construction					
2.Deepen into the frontline of teaching and provide effective support					
3.Conducting research projects to promote teacher growth					
4. Optimize teaching and research activities to form normalization and institutionalization					
1.Transform leadership style and be good at delegating power reasonably					
2.Adjusting and optimizing the organizational structure of kindergartens					
3. Emphasize leadership scenarios and select appropriate leadership styles					
4.Coordinate external resources and create a development environment					
Moral quality	5	4	3	2	1
1.Strengthen the construction of teachers' morality and style, and establish the concept of Lifelong learning					
2.Carry out diversified teacher ethics training methods to improve training effectiveness					
3.Establish reasonable standards for teacher ethics evaluation and establish a supervision mechanism					

Thank you for your participation and guidance!

Appendix C-8

Evaluation Form of adaptability

Guidelines for improving moral leadership of kindergarten staff in Guizhou province

Moral leadership of kindergarten	adaptability				
	5	4	3	2	1
Humanitarian care					
1.Establish smooth communication channels within the kindergarten					
2. Create multiple communication methods					
3.Actively coordinate conflicts and contradictions within the kindergarten					
4.Emphasize the unity construction and leadership of faculty and staff					
5.Encourage the creation of non- administrative organizations in kindergartens					
fairness and justice	5	4	3	2	1
1. Establishing the core values of kindergarten					
2. Integrating mainstream educational values with the educational philosophy of kindergartens					
3. Make kindergarten managers the expression of a shared vision					
4.Actively sharing and promoting the kindergarten vision					
1. Establish an organizational culture centered on care, trust, cooperation, fairness and justice					
2.Using symbols to represent kindergarten culture					
3.Integrating Culture into the Construction of Kindergarten System					
4.Pay attention to the construction of characteristic culture in kindergartens					
Professional ethics	5	4	3	2	1
1.Based on reality, carry out course construction					
2.Deepen into the frontline of teaching and provide effective support					
3.Conducting research projects to promote teacher growth					
4. Optimize teaching and research activities to form normalization and institutionalization					
1.Transform leadership style and be good at					

Moral leadership of kindergarten	adaptability				
	5	4	3	2	1
delegating power reasonably					
2.Adjusting and optimizing the organizational structure of kindergartens					
3. Emphasize leadership scenarios and select appropriate leadership styles					
4.Coordinate external resources and create a development environment					
Moral quality	5	4	3	2	1
1.Strengthen the construction of teachers' morality and style, and establish the concept of Lifelong learning					
2.Carry out diversified teacher ethics training methods to improve training effectiveness					
3.Establish reasonable standards for teacher ethics evaluation and establish a supervision mechanism					

Thank you for your participation and guidance!

Appendix D
The Results of the Quality Analysis of
Research Instruments

The index of objective congruence (IOC)

Guidelines for improving the moral leadership of kindergarten staff in Guizhou province

No.	Research Instruments	For experts			IOC	validity
		1	2	3		
Humanitarian care						
1	The kindergarden director can give the teacher enough respect.	1	1	1	1	valid
2	The kindergarden director can be concerned about the growth and development of teachers.	1	1	1	1	valid
3	The kindergarden director can think from the standpoint of the teacher.	1	1	0	0.67	valid
4	The kindergarden director can express concern and understanding to the teacher.	1	1	1	1	valid
5	The director can be honest and negotiate the tasks of all his colleagues.	1	0	1	0.67	valid
6	The director can share his professional ideas and work with teachers to build the vision of the kindergarden.	1	1	1	1	valid
fairness and justice						
1	The director will attach importance to the rights and interests of teachers and young children.	1	1	1	1	valid
2	The director will treat the teachers who work overtime by other means of compensation.	1	0	1	0.67	valid
3	The kindergarden director can be child-oriented and establish a professional but non-commercial teaching environment.	1	1	1	1	valid
4	The garden director can adhere to scientific educational beliefs and principles and will not change easily.	1	1	1	1	valid
5	The director pays attention to the norms of work and emphasizes the rules and regulations.	1	1	1	1	valid
6	In the work, each teacher can be recognized and rewarded for his outstanding work achievements.	1	0	1	0.67	valid
Professional ethics						
1	The kindergarden director will not vent his personal feelings on the teacher at will.	1	1	1	1	valid
2	The kindergarden director should not strive for merits and mistakes in his work and have the courage to take responsibility.	1	1	1	1	valid

No.	Research Instruments	For experts			IOC	validity
		1	2	3		
3	The kindergarden director can put forward his personal opinions and improvement measures for the unreasonable educational behavior.	1	1	1	1	valid
4	The kindergarden director can help teachers when they encounter difficulties at work.	1	1	1	1	valid
5	The kindergarden director can establish a fair and reasonable assessment system.	0	1	1	0.67	valid
6	The director can discuss the development of the park with other colleagues.	1	1	1	1	valid
Moral Quality						
1	The director will not spread rumors to maliciously slander someone.	1	1	1	1	valid
2	The director will not maliciously deceive parents.	1	1	1	1	valid
3	The director can set an example in words and deeds and have a positive impact on teachers.	1	1	1	1	valid
4	The director is honest, trustworthy and responsible.	1	1	0	0.67	valid
5	The director can abide by the law and adhere to scientific values.	1	1	1	1	valid

Appendix E
Certificate of English

BSRU
BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr. Kai Luo

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 6th August 2020



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F
The Document for Acceptance Research

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