

Management

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**PERSONAL MANAGEMENT TECHNIQUES IN PRESCHOOL  
EDUCATION INSTITUTIONS BASED ON ORGANIZATIONAL  
CULTURE**

**ТЕХНОЛОГІЇ УПРАВЛІННЯ ПЕРСОНАЛОМ НА ОСНОВІ  
ОРГАНІЗАЦІЙНОЇ КУЛЬТУРИ  
ТЕХНОЛОГИИ УПРАВЛЕНИЯ ПЕРСОНАЛОМ НА ОСНОВЕ  
ОРГАНИЗАЦИОННОЙ КУЛЬТУРЫ**

***Summary.** Teachers are the main human resource for the development of preschool education. Effective management of preschool teachers should be based on the real characteristics of teachers and a unique cultural background. Based on the special organizational environment of the kindergarten, this study analyzed past development experience by conducting a literature method and questionnaires, and then identified the shortcomings of the current leadership of the kindergarten teacher. We found that kindergarten teachers are younger, and*

*the gender difference is significant. The teachers interviewed generally had a low initial level of education, which reached only the national minimum standard. Moreover, whether teachers are in officially budgeted positions can influence the development of their professional concepts and ethics (Sig bilateral <0.05).*

*In terms of organizational culture, we have proposed strategies for managing a kindergarten teacher from four aspects, namely: improving well-being through benefits and preferences, such as "five social insurances and one housing stock", discounts on childcare costs and free food on weekdays; formation of a team culture that balances work and family through the integration of culture in the overall management system of the kindergarten. Creating a learning community and harmoniously creating an organizational climate in kindergartens, aimed at helping to build high-quality professional teachers to implement healthy development of preschool education by encouraging teachers to carry out teaching and research projects and research, forming a team of like-minded people. Building a harmonious organizational climate will increase the assessment of kindergarten management, the educational function of culture, turn kindergarten into an emotional home with humanistic care and make teachers feel the value of their own lives and the importance of existence.*

**Key words:** *preschool education, organizational culture, professional development, learning community, teacher management.*

**Анотація.** *Вчителі є основним людським ресурсом розвитку дошкільної освіти. Ефективне управління вчителями дошкільної освіти має спиратися на реальні характеристики педагогів та унікальний культурний фон. На основі особливого організаційного середовища дитячого садка це дослідження проаналізувало минулий досвід розвитку шляхом проведення літературного методу та анкетування, а потім*

виявило недоліки нинішнього керівництва вихователя дитячого садка. Ми виявили, що виховательки дитячого садка молодші, а статева різниця значна. Опитані вчителі, як правило, мали низький початковий освітній рівень, який досяг лише національного мінімального стандарту. Більш того, те, чи є вчителі на офіційно передбачених бюджетних посадах, може вплинути на розвиток їх професійних концепцій та етики (*Sig bilateral* <0,05).

З точки зору організаційної культури, ми запропонували стратегії управління вихователем дитячого садка з чотирьох аспектів, а саме: поліпшення добробуту через пільги та уподобання, такі як "п'ять соціальних страховок та один житловий фонд", знижки на витрати по догляду за дитиною та безкоштовне харчування у будні дні; формування культури колективу, яка збалансує роботу та сім'ю через інтегрування побудови культури в загальну систему управління дитячим садочком. Створення навчальної спільноти та гармонійне створення організаційного клімату в дитячих садах, спрямовані на сприяння побудові високоякісних професійних педагогів реалізувати здоровий розвиток дошкільної освіти через заохочення вчителів виконувати навчальні та науково-дослідницькі проекти та дослідження відповідно формуючи команду однодумців. Побудова гармонійного організаційного клімату підвищить оцінку менеджменту дитячого садка, освітню функцію культури, перетворить дитячий сад в емоційний будинок з гуманістичною турботою та змусити вчителів відчувати цінність власного життя та важливість існування.

**Ключові слова:** дошкільна освіта, організаційна культура, підвищення кваліфікації, навчальна спільнота, керівництво вчителем.

**Анотація.** Учителя является основным человеческим ресурсом развития дошкольного образования. Эффективное управление учителями

дошкольного образования должно опираться на реальные характеристики педагогов и уникальный культурный фон. На основе общей организационной среды детского сада это исследование проанализировало прошлый опыт развития путем проведения литературного метода и анкетирования, а затем выявило недостатки нынешнего руководства руководителя детского сада. Мы обнаружили, что воспитательницы детского сада моложе, а гендерная разница значительна. Опрошенные учителя, как правило, имели низкий начальный образовательный уровень, достигший только национального минимального стандарта. Более того, есть учителя на официально предусмотренных бюджетных должностях, может повлиять на развитие их профессиональных концепций и этики ( $Sig\ bilateral < 0,05$ ).

С точки зрения организационной культуры, мы предложили стратегии управления воспитателем детского сада из четырех аспектов, а именно: улучшение благосостояния через льготы и предпочтения, такие как «пять социальных страховок и один жилой фонд», скидки на расходы по уходу за ребенком и бесплатное питание в будние дни; формирование культуры коллектива, которая сбалансирует работу и семью из интегрирования построения культуры в общую систему управления детским садом.

Создание учебного сообщества и гармоничное создание организационного климата в детских садах, направленные на содействие построению высококачественных профессиональных педагогов реализовать здоровое развитие дошкольного образования через поощрение учителей выполнять учебные и научно-исследовательские проекты и исследования в соответствии формируя команду единомышленников. Построение гармоничного организационного климата повысит оценку менеджмента детского сада, образовательную функцию культуры, превратит детский сад в эмоциональный дом с

*гуманистической заботой и заставить учителей почувствовать ценность собственной жизни и важность существования.*

**Ключевые слова:** дошкольное образование, организационная культура, повышение квалификации, учебная сообщество, руководство учителем.

**Formulation of the problem.** Since the reform and opening up in 1978, China's education has made tremendous progress. In 2019, the level of education penetration at all levels in China reached or exceeded the average level of upper-middle-income countries, achieving a historic leap from mass education to universal education. For instance, the consolidation rate of nine-year compulsory education reached 94.8%, and the gross enrollment rates of preschool, high school and higher education respectively reached 83.4%, 89.5% and 51.6 %. As of the end of 2020, the number of teachers has increased from 15.39 million at the end of the 12th Five-Year Plan period to 17.32 million, an increase of 12.5%. The quality of the teaching staff is continuously improved, the structure is continuously optimized, and the scale is continuously expanded, which strongly supports the world's largest education system [1].

Although the popularization level of preschool education has been greatly improved, the shortage of preschool teacher is still very prominent, which has become a bottleneck restricting the development of preschool education. In 2019, there were 4.915 million faculty members and 47.1388 million children enrolled in kindergartens. The ratio of faculty members to children was 1:9.6, still lagging behind the minimum allocation of 1:7 stipulated by the Ministry of Education in China. In particular, there are only 2.7631 million full-time teachers in kindergartens, and the ratio of full-time teachers to children is 1:17.06. There are still a shortage of 520,000 full-time teachers in preschool education [2]. This shows that although preschool education teachers have achieved leap-forward growth, they still cannot meet people's growing needs in

recent years. Therefore, continuing to expand the provision of preschool education teachers is still the government's most important task in the future. Then strengthening the construction of teacher ethics and improving management of teachers will inevitably become the core of building a high-quality professional teacher team [3].

**Analysis of recent research and publications.** Regarding the representative research of kindergarten teacher management, Xing & Sui [4] pointed out that the kindergarten principal is the founder, leader, and innovator of the cultural construction of the kindergarten. Zhang [5] and Xia & Ma [6] studied the problems in the management of teachers in private kindergartens and proposed the relevant strategies. Chen [7] proposed it is necessary to pay attention to the construction of teaching team and professional training. Zhang [8] conducted a survey on the management model of "Teacher Rotation Insurance" in public kindergartens in Hebei province.

As for the research on organization climate, Bloom et al. [9] and Dennis & O'Connorn [10] argued that there are many definitions of organizational climate, which is usually considered the overall atmosphere of the work environment, including multiple and different dimensions. It is a collective understanding held within the organization that can have a lasting impact on the operation and effectiveness of a school [11; 12]. Friedman & Kass [13] highlighted teachers' understanding of their ability to complete the required professional tasks, adjust the relationships involved in the work process, and perform organizational tasks becomes a part of their work organization and its political and social processes and atmosphere. Early childhood work settings present unique organizational structures and functions. Cassidy et al. [14], Hur et al. [15] and Wells [16] highlighted the elements of organizational climate are related to teachers' attitude, teachers' behavior and overall job satisfaction. Wang et al. [17] discussed teachers' emotion management from an organizational perspective. Boamah et al. [18] found that the adequate superior

support was an effective resource for organizational members to relieve work pressure and reduce burnout.

**Highlighting unresolved parts of a common problem.** In summary, the previous research on the management of kindergarten teachers mainly focused on three aspects, includes practical implications, existing problems and improvement strategies, and few strategies are proposed from the perspective of organizational culture. The existing research on organizational culture mainly is centered on the emotion management of kindergarten teachers. All these researches provide a solid foundation for this study. However, there are very few studies on in-depth analysis of kindergarten teacher management based on the special organizational culture of Chinese kindergartens. Therefore, this study has a certain innovation significance.

This study mainly adopts literature method and questionnaire survey method. The literature method is mainly used to summarize the experience and activities of preschool teacher management based on existing research. Related literatures were retrieved from Scopus, WoS and CNKI databases with the keywords of "kindergarten organizational culture" and "Kindergarten teacher management", while the regulations and documents related to kindergarten teacher management were searched in the official websites of relevant administrative departments. In addition, a questionnaire survey was conducted in seven kindergartens of different levels, which includes the basic situation of kindergarten teachers and the professional level of kindergarten teachers on the basis of "Kindergarten Teacher professional Development Standards (Trial)". In this study, 190 questionnaires were distributed and 180 were recovered, with a recovery rate of 94.7%. Excluding 12 invalid questionnaires, the effective questionnaire was 168, and the effective rate was 93.3%.

**The purpose of the article** is to analyze the strategies of kindergarten teacher management in various aspects based on the special organizational environment of kindergarten by using the literature method and questionnaire

survey from the perspective of organizational culture, aiming to ensure more stable teaching staff, promote the construction of high-quality professional teachers and achieve a bright development prospect of preschool education.

**Main results of research.** Experience in the management of kindergarten teachers in China.

By 2019, the number of kindergartens in China has increased from 163,952 in 1978 to 281,174, an increase of 71.5%. The number of children enrolled in kindergartens has increased from 7.877 million in 1978 to 47.139 million, an increase of 4.98 times. The number of full-time preschool teachers increased from 278,000 in 1978 to 2.763 million, an increase of 8.94 times [19]. Teachers are the core human resources of preschool education development. To comprehensively improve the quality of kindergarten teachers, both the "State Ten" and "Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era" have put forward requirements on the aspects of teaching staff allocation, status and treatment, training and team management in the past 10 years. In terms of preschool teachers' pre-service training, the Ministry of Education in China issued the "Standards for Teachers' Professional Competence of Preschool Education Students (Trial)" in 2021 to guarantee the quality of the preschool teachers' pre-service training, which detailed the requirements for normal school students majoring in preschool education from four aspects that includes the ethics practice ability, conservation and education practice ability, comprehensive educational ability, and the capacity of independent development. Additionally, the Ministry of Education of China implemented the "Professional Standards for Preschool Teachers (Trial)" in 2012 to build a high-quality team of kindergarten teachers, which stipulated the basic requirements for qualified kindergarten teachers' professional quality.

In addition, a series of policies and measures have been formulated to improve the talent introduction and career stability of kindergarten teachers,



such as expanding the teaching staff, solving the problem of officially budgeted posts, and improving salaries. For example, the promulgation of the "Staffing Standard for Kindergarten (Interim)" made it standard configuration for each class to have two professional teachers and one childcare worker. Kindergarten teachers have been replenishing in various ways, such as open recruitment examination, transfer of surplus primary school teachers, special post plan, and public funded normal university students. Local governments have also taken measures according to local conditions to solve the problem of insufficient officially budgeted posts of teachers in public kindergartens through various methods such as approving officially budgeted posts, purchasing services, and unifying enrollment in districts and counties. For instance, Guizhou province made overall arrangements for officially budgeted posts of public institutions to increase officially budgeted posts for kindergarten teachers, resulting in a seven-fold increase in the number of kindergarten teachers in 2018 compared with that in 2010. Also, there are 19 provinces that had issued standards for the officially budgeted posts of teachers in public kindergartens up to 2019. To solve the problem of "different remuneration for equal work", local governments have explored ways such as providing financial appropriations per student and special subsidies to narrow the pay gap between teachers inside and outside the officially budgeted posts. These measures have effectively promoted the quality of teacher management.

## 2. Deficiencies in the management of kindergarten teachers.

### 2.1 *Preschool teachers are younger and female-dominated.*

As a form of organization, kindergarten has its special particularity. This study selected a total of seven kindergartens of different grades in H district of Xinxiang City in China as the research sample to get the basic situation of teachers, which includes two provincial demonstration kindergartens, two municipal demonstration kindergartens, one district demonstration kindergartens, and two qualified kindergartens. Among them, there are three

public gardens and four private gardens. Among the 168 teachers and childcare workers who participated in the questionnaire survey, 6% of them were under 20 years old, 51.8% were 20-30 years old, 32.7% were 31-40 years old, 7.7% were 41-50 years old, and 1.8% were above 50 years old. It can be seen that preschool teachers in H District are mostly aged between 20 and 30. In terms of teaching length, 44% of the teachers have been teaching for less than 3 years, 29.8% for 4-9 years, 21.4% for 10-15 years and 4.8% for more than 15 years. It shows that most of the teachers are young and have worked for a short time.

In addition, only one kindergarten has a full-time male teacher among these investigated kindergartens, who is a physical education teacher, while the rest of the teachers and childcare workers are female. A few kindergartens have part-time male physical intelligence teachers from other institutions, and some children even have no chance to contact male teachers. It follows that the ratio of male and female teachers in kindergarten is unbalanced, and female teachers are the majority. Due to the nature of kindergarten work, the majority of kindergarten leaders are female too. This also results in the fact that leaders and subordinates, colleagues and colleagues are basically of the same gender.

## *2.2 The initial education level of preschool teachers is low.*

"Teacher Law of the People's Republic of China" stipulates that preschool teachers who want to obtain the qualification certificate must finish an education from a preschool normal school or above. To improve the quality of preschool education, China has been calling for increasing the proportion of preschool teachers with college degrees or above. Take Henan Province as an example, "Henan Province Primary and Secondary School Teacher Qualification Examination and Regular Registration System Reform Implementation Plan (Trial)" stated that it is necessary to achieve a junior college degree or above before the application for qualification certification of kindergarten teacher from 2019. The education of preschool teachers is very significant. However, among 119 full-time preschool teachers (excluding

childcare workers) in the seven kindergartens surveyed, 31.1% of them had an initial education level of high school or technical secondary school, which only reached the minimum standard stipulated by the state, and 68.1% of preschool teachers have junior college education or above. It is indicated that the initial education level of preschool teachers needs to be further improved. Therefore, there is a long way to go in the post-service training and continuing education of preschool teachers with low initial education, and the lack of cultural knowledge and scientific knowledge will cause certain obstacles to their future development of related teaching activities.

### *2.3 Officially budgeted posts affects teacher's professional concepts and ethics.*

The "Professional Standards for Kindergarten Teachers (Trial)" issued in 2012 put forward the basic requirements for the professional quality of qualified kindergarten teachers from three aspects that includes professional concepts and ethics, professional knowledge and professional ability, which is the basic norms for teachers' implementation of education and teaching behaviors. Also, this standard is the basic criterion to guide the professional development of teachers and an important basis for teacher cultivation, admittance, training and assessment [20]. Based on the independent sample T-test of the kindergarten teachers interviewed, this study analyzed the differences in the professional development levels of preschool teachers in District H, as shown in Table 1. The results show that the professional development level of preschool teachers is significantly different in the aspects of professional concepts and ethics and whether they have officially budgeted posts or not (Sig bilateral < 0.05). There is no significant difference between the other two aspects and the officially budgeted posts. That is to say, whether preschool teachers are in the officially budgeted posts or not will have an impact on their professional concepts and ethics. The shortage of officially budgeted posts in preschool teachers still exists and is not easy to change in the short term.

*Table 1*

**Difference test of teachers' basic information with professional development level**

Basic information	Professional level	Sig	Sig bilateral
Officially budgeted posts	Professional concepts and ethics	0.717	0.024
	Professional knowledge	0.713	0.389
	Professional ability	0.733	0.831

3. Teachers management strategies based on organizational culture.

*3.1 Improving the welfare and valuing the male teachers.*

The youth and mobility of preschool teachers is not only a problem for a kindergarten, but also the epitome of many kindergartens. In recent years, more and more researchers call for raising the salary of preschool teachers, which is a good way to solve the problem. However, raising wages is not always easy to implement in reality, and it is not an adequate solution to all problems. The welfare of teachers should be improved according to their different needs and preferences. Benefits that tailored to the needs of different teachers, such as "five social insurance and one housing fund", discounts on childcare costs and free meals on weekdays, could go a long way towards making a career attractive.

As for the scarce male teachers, a green channel for them could be provided through the connection with universities and preschool normal schools as well as preferential treatment. Kindergarten could create a normal and harmonious male group environment for male preschool teachers by recruiting enough male full-time teachers, physical intelligence teachers or administrators. In addition, a work-life balance culture can be created to shorten the time they have to work in kindergartens so as to enhance their job stability and happiness. Besides, it is necessary to look at the long-term development of male kindergarten teachers. Male teachers should be made to realize that they are an integral part of the kindergarten teaching staff, rather than a small group that should be treated specially. Kindergartens could take festival activities and

teaching research activities as opportunities to strengthen the communication and learning among peers so as to promote the professional growth of male teachers, truly letting male kindergarten teachers love their jobs and realize the identity transition from male kindergarten teachers to authentic kindergarten teachers.

### *3.2 Building a team culture that balances work and family.*

In the face of the oversize kindergarten class and the heavy workload of teachers, it is necessary to create a team culture that keep the work-family balance to enhance the sense of happiness and belonging of preschool teachers in addition to increasing the recruitment of teachers. Research shows that there is a significant positive correlation between school organizational climate and teachers' work satisfaction [21]. Also, work-family conflict partially mediated the effects of kindergarten organizational climate on teacher burnout [22].

Therefore, humanistic care can be paid more attention to in the management of kindergarten teachers to alleviate the conflict between work and family, so as to enhance their happiness at work and ensure the stability of their work. For example, kindergartens could shorten the mandatory working hours in kindergartens, reduce the temporary clerical work beyond working hours, offer free meals for teachers, and provide temporary care services and tuition waiver for teachers' children. Kindergarten leaders can integrate the culture construction into the overall management system construction of the kindergarten to realize the transformation from teachers' passive acceptance of management and supervision to teachers' independent development and self-supervision. Professional quality of preschool teachers will naturally be improved when they have the initiative to work, which will be a virtuous cycle [23].

### *3.3 Establishing a learning community to enhance learning enthusiasm.*

In view of the current situation that preschool teachers in this study have a low initial education level, it can enhance their enthusiasm for learning and

training after their employment. In addition to providing more training opportunities for teachers, there is also a need to form a "learning community" among teachers. Kindergartens could also encourage teachers to carry out teaching and research projects or micro-topic research according to the actual teaching and research tasks of kindergartens, and choose voluntarily or form a team for joint discussion. Also, kindergarten leaders could organize activities such as collective lesson preparation, mutual lesson sharing, open class and other activities to enhance the degree of cooperation between teachers and turn the relationship between colleagues into a cooperative partnership of teaching and research.

In addition, kindergartens should actively cooperate with local higher educational institutions to strengthen the integration of theory and practice. On the one hand, professors of preschool education in colleges and universities can be invited to give professional guidance to teachers in kindergartens in the forms of academic lectures, topic discussions, lectures, and class evaluation activities, so that kindergarten teachers could continue to broaden their knowledge and improve their professional quality. Meanwhile, excellent teachers in kindergartens can also serve as internship mentors for preschool normal students in colleges and universities, and guide them to complete various teaching skills training tasks together with their academic mentors. Besides, preschool teachers can improve the classroom teaching skills and management level of the future preschool educators by providing professional guidance to them in the process of internship and project-learning in kindergartens and leading interns to participate in class management. As continuous learning becoming the kindergarten culture, teachers will consciously pursue progress and gradually form an positive learning atmosphere, so as to make the kindergarten gradually become an enterprising and competitive organization.

### *3.4 Creating harmonious organizational climate in kindergartens.*

The organization construction in education ecology pursues the state of harmonious coexistence, mutual tolerance and mutual support [24]. Since the spiritual pursuit of teachers determines the development prospects of kindergartens, kindergarten leaders should pay attention to the construction of people-oriented management concepts and attach importance to the overall design, accumulation and inheritance of organizational climate. The construction of harmonious organizational climate could enhance the kindergarten's management grade, enhance the educational function of culture, build the kindergarten into an emotional home with humanistic care, and make teachers feel the value of their own life and the significance of existence.

Also, kindergartens need to care about the psychology and emotions of preschool teachers, hire professional psychological personnel to conduct psychological counseling for teachers on a regular basis, and prevent teachers from bringing bad emotions to the kindergarten to ensure the professional quality in teaching. Moreover, the current study found teachers reported generally harmonious positive aspects of collegiality and supervisor support of their work environments across the micro systems of a teacher in a classroom and an employee in an early childhood work setting [25]. Kindergarten leaders should create a harmonious, equal and democratic organizational climate in kindergartens on the basis of putting an end to "different remuneration for equal work", so as to improve the sense of belonging of preschool teachers who are not in the permanent establishment, which is also one of the effective ways to help preschool teachers improve their professional quality.

**Conclusions.** Based on the questionnaire survey of 168 preschool teachers, this study analyzed the deficiency of existing management of preschool teachers with combination of the past experience of teacher management in China. From the perspective of organizational culture, we concluded the following strategies that are helpful to teacher management, including improving the welfare of preschool teachers and paying attention to the life problems of male teachers,

building a team culture that balances work and family to enhance the sense of happiness and belonging of preschool teachers, establishing a learning community to enhance the enthusiasm of preschool teachers for lifelong learning, and creating harmonious organizational climate in kindergartens. In the future research, the sample size should be further expanded to understand the possible influence of specific elements of organizational culture on teacher management.

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