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Competency-Based Training Program for Chinese Kindergarten Principals: An Evaluative Study

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Abstract

Aim: This study aimed to evaluate the training conducted to kindergarten principals and determine the competencies developed in order to propose enhancement in their training.

Methodology: Descriptive method was employed with 280 trained principals out more than 1000 deputy principals and assistant principals in Haikou city in China as respondents in order to explore the relationship between training evaluation and the competencies and propose a competency-based training design specifically designed to enhance the competencies of kindergarten principals.

Results: There is no significant relationship between the training evaluations and competencies before the training while there is significant relationship with the development of various competencies, particularly in the areas of assistance and service, impact, cognition, and personal effectiveness during the training, and significant relationship competencies particularly on assistance and service after the training. An action plan was specifically developed to enhance the competencies of kindergarten principals.

Conclusion: Respondents provided positive evaluations of the training overall, with agreeable responses for most indicators before the training, during the training and after the training as revealed in their agreement in the aforesaid evaluation statements. There is no significant relationship between the training evaluations and competencies before the training while there is significant relationship with the development of various competencies, particularly in the areas of assistance and service, impact, cognition, and personal effectiveness during the training and significant relationship competencies particularly on Assistance and Service after the training.

Keywords: trainings, competencies, kindergarten principals

INTRODUCTION

Training is very important in the development of human resources. It is devised in order to develop a particular skill or concern until a desired competency or standard either in instruction or practice. If planned well, training can be a very powerful way to bring an employee to a maximum performance, regardless of his position. Training can enable a worker perform job better, more effectively and with enough confidence. Training is there to increase the knowledge, skills and acquire important values needed in a particular job. (Chand, n.d.)

Trainings bring a trainee improved competencies. Competencies refer to the learnings gained out of trainings or any form on education. It may mean behavior, knowledge, skills and abilities. All of these are important in uplifting organizational performance. (NIH, n.d)

Since the 18th National Congress of the Communist Party of China, China's preschool education has developed rapidly, and the problem of "difficulty in entering kindergartens" has been effectively alleviated, but at the same time there are new requirements for the quality of kindergartens. In February 2015, the Ministry of Education promulgated the "Professional Standards for Kindergarten Principals", which marked the emergence of the basic guidelines for the professional development of kindergarten principals. In March 2018, the Ministry of Education and other five departments jointly launched the "Teacher Education Revitalization Action Plan (2018-2020)", released the "Guidelines for the Training Courses of Kindergarten Teachers in Primary and Secondary Schools", and raised the



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training of kindergarten teachers to the same level as that of primary and secondary school teachers same height. In November 2018, the Central Committee of the Communist Party of China and the State Council issued "Several Opinions on the Reform and Standardized Development of Preschool Education", which requires that by 2020, a kindergarten teacher training system with the specialty as the main body will be basically formed, a kindergarten teacher professional growth mechanism will be established, and training curriculum standards will be improved. Hierarchical and classified training of principals, teachers, and kindergarten teachers' overall quality and scientific care and teaching ability have been improved as a whole.

With the improvement of requirements, domestic preschool education has also exposed many loopholes in teaching and management. In recent years, the continuous outbreak of adverse incidents in kindergartens has aggravated society's doubts about the teaching quality and management level of kindergartens. In this context, it is extremely urgent to study how to improve the quality and level of kindergartens.

According to the regulations of the former State Education Commission, kindergartens in my country implement the principal responsibility system, and the principal has the highest administrative power over the work of the kindergarten. The level of competence of the principal of the kindergarten determines the development level of the kindergarten to a large extent. Compared with primary and secondary school principals in the compulsory education sequence, the selection, assessment, and training of kindergarten principals are still at a relatively extensive stage. The quality of a large number of kindergarten principals' lags behind the actual needs of society and preschool education and cannot keep up with the development of the times and social progress and has also been questioned by many. How to help the director and the reserve team of the director to grow into an excellent director through training is a question that must be considered at present.

With the in-depth research of competency by experts and scholars, more and more people began to re-understand competency. Under this background, many experts and scholars shifted the research direction of competency to the education industry. However, after sorting out the existing literature, it is found that most of the research related to the field of education focuses on the education of colleges and universities, higher vocational schools, and primary and secondary schools. The competence of the director has not received due attention from all walks of life. With the continuous progress of society and the rapid update of knowledge, the requirements for kindergarten principals are also constantly developing and changing. There are many places in the traditional training mode that do not adapt to the development of principals or do not meet the requirements of kindergarten management and teaching. It coincides with Haikou City starting to strengthen the localized management of schools in 2022. The kindergartens in each street will be jointly managed by the education authorities and the local government to strengthen the integration of divisions to improve management effectiveness and improve the level of preschool education in the region. Local education reforms have made it possible to introduce the competency model into the preschool education management and training system.

Also, there has been a significant amount of research on kindergarten principals and results indicate that there is a need for continuous upgrading of their skills and competencies in order to deliver quality specially because of the mandate stated in the Revitalization Action Plan in 2020 releasing the "Guidelines for the Training Courses of Kindergarten Teachers in Primary and Secondary Schools", thus, the need for training kindergarten teachers to the same level as that of primary and secondary school teachers. The tall order to upgrade the management of schools pushed the researcher to investigate how trainings impact and contribute to school heads' competencies. Similarly, studies on principal competence are relatively scarce, especially when compared to those focusing on principals in primary and secondary schools, thus, this research is established in order to propose improvement in the trainings of kindergarten principals.

Objective

This study aimed to evaluate the training conducted to kindergarten principals, determine the competencies developed in order to propose an action plan for enhancement of their competencies.

Firstly, it sought to describe the profile of respondents, including their sex, age, teaching experience before becoming a principal, tenure as a principal, and education level. Secondly, it aimed to determine the evaluation of training by examining the perceptions of respondents before, during, and after the training activities. Thirdly, the study aimed to identify the competencies that were developed as a result of the received training. Additionally, it intended to test for any differences of responses on training evaluation and competencies developed when respondents when grouped according to profile. Furthermore, the study aimed to explore the relationship between training evaluation and the competencies acquired. Lastly, based on the findings, the study aimed to propose an action plan for improved competencies of kindergarten principals.



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METHODS

Research Design

In this investigation, the descriptive method was employed. Descriptive method is a research technique that outlines the traits of the population or phenomena under investigation. With this descriptive technique, the focus was more on the study's subject than on the reasons behind its actions. Numerous research techniques can be used with descriptive study designs to examine one or more variables. Contrary to experimental investigations, researchers merely observe and quantify variables without controlling or manipulating any of them. The survey method mainly investigated the training and competencies developed and examined the degree of correlation of the two variables.

Population and Sampling

According to the survey purpose, questionnaires were distributed during the qualification training for kindergarten principals in the Haikou area. The training objects include the principals, deputy principals and assistant principals of kindergartens in Haikou City. There are more than 1000 trained principals, deputy principals and assistant principals in Haikou city. From this number, a sample size of 280 was established using the Raosoft calculator.

The researchers employed purposive sampling to select the participants deliberately. This method enabled them to choose individuals who were able to attend various trainings prior to their appointments. (Richards & Morse, 2012).

Instrument

This study utilized a quantitative research approach to collect data. The researchers prepared an online survey using "Wenjuanxing" (China's most widely used platform for online surveys, exams, assessments, and voting). The survey consisted of three sections. The first section gathered respondents' personal information, the second section assessed the training received by the participants, and the third section evaluated the development of the participants' abilities.

Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

The profile of the respondents was described using descriptive statistics including frequency distributions and percentage distributions. Weighted mean and rank were calculated to determine the labor values of teacher leadership and assess their productivity. The links between the variables were investigated using correlation analysis, and the influences on teacher leadership were discovered using regression analysis. All statistical analyses and data processing were conducted using SPSS version 26, a widely used statistical software package.

Ethical Considerations

Respondents were assured of the confidentiality of their responses and informed that the survey would solely serve the purpose of this study. Furthermore, the study underwent a rigorous ethics review process and was granted approval.

RESULTS and DISCUSSION

Table 1
Percentage Distribution of the Respondents Profile

Sex	Frequency	Percentage %
Male	7	2.4
Female	281	97.6
Age		
20-29	36	12.5

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30-39	171	59.4
40-49	54	18.8
50-59	27	9.4
Teaching Experience Before Becoming Principal		
Below 5 years	18	6.3
6~10 years	99	34.4
11~15 years	153	53.1
16 years and above	18	6.3
Tenure as Principal		
Below 5 years	207	71.9
6~10 years	45	15.6
11~15 years	27	9.4
16 years and above	9	3.1
Education Level		
Technical secondary school (high school)	9	3.1
College	40	13.9
Undergraduate	221	76.7
Master and above	18	6.3

The table 1 presents the distribution of respondents based on their sex and age groups. It shows a significant gender disparity, with 97.6% of respondents being female, and only 2.4% being male. The majority of respondents (59.4%) belong to the age group of 30-39, followed by 18.8% in the 40-49 age group, 12.5% in the 20-29 age group, and 9.4% in the 50-59 age group.

The predominant representation of females in the study reflects the existing gender imbalance in leadership positions within kindergartens or early childhood education. This observation aligns with previous research (Hidayati, 2019), which highlights the dominance of women in such roles. Understanding this gender distribution is essential as it may help interpret potential gender-related differences in the perceived competency of kindergarten principals.

The distribution of age groups indicates a "middle-aged" trend among principals. There are 59.4% of participants are in the age of 30-39, and 18.8% in are the age of 40-49. Only 12.5% of principals are under 30. The age range of 30-39 is considered a crucial period for career development as a principal, requiring systematic training to support their professional growth (Yi, 2010). The 40-49 age group comprises principals in the middle to later stages of their careers, which might lead to professional fatigue. To ensure continued effectiveness, these principals would benefit from targeted support and training to help them adapt to the evolving educational landscape.

The data on teaching experience reveals a balanced normal distribution across different experience categories, with 53.1% having 11-15 years of experience and 34.4% having 6-10 years of experience. This suggests that the majority of kindergarten principals in the study have significant teaching experience, which could positively influence their competency as administrators.

Principals with extensive teaching experience are likely to possess a nuanced understanding of the educational landscape, combining classroom expertise with administrative skills. This blend of expertise enhances their ability to make informed decisions and lead their institutions effectively. Previous studies have shown a positive correlation between teaching experience and leadership competency in educational settings (Xu, 2005).

As for tenure as principal, the majority of principals (71.9%) have a tenure of fewer than 5 years, while only a small percentage has been in the position for 6 years or more. This distribution suggests that most principals are in the early stages of their careers or transitioning from the early stage to the middle stage.

This distribution corresponds to research by Yin (2015), which highlights the professional confusion experienced by principals during this stage. Challenges related to career planning, global perspective, interpersonal relationships, resource integration, and work-life balance may arise. However, principals in this stage tend to display good confidence and organizational commitment. Tailored training and support should be provided based on the length of service to address their specific needs.

In terms of educational qualifications, the statistics reveal that the majority of principals (76.7%) hold undergraduate degrees, with smaller percentages having college or master's degrees. Only a small portion of principals have technical secondary school diplomas.



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The prevalence of principals with undergraduate degrees is likely due to the minimum educational requirement for a principal being a technical secondary school or high school diploma. However, the introduction of initiatives to enhance the professional development of kindergarten teachers has led to an increase in the percentage of principals with bachelor's degrees. This higher educational level raises expectations for the effectiveness of training (National Kindergarten Principal Qualifications, Responsibilities, and Job Requirements).

Table 2
Table on Training Evaluation

Indicators	Weighted Mean	Verbal Interpretation	rank
Before the Training	3.01	Agree	
During the Training	3.71	Strongly Agree	
After the Training	2.99	Agree	
Composite Mean	3.24	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The summary table provides an overview of the training evaluation results across three different stages: before the training, during the training, and after the training. The overall composite mean across all three stages of the training evaluation is 3.24, indicating an overall agreement with the training process. This suggests that the participant principals had positive perceptions and experiences throughout the training journey, from the pre-training preparation to the actual training sessions and the post-training application of knowledge and skills.

The evaluation before the training received a weighted mean of 3.01, indicating a positive but relatively lower agreement compared to the other stages. This suggests that while the participant principals generally agreed with the training preparation, there may be some areas that require improvement.

To enhance the pre-training stage, organizers can focus on communicating the purpose and objectives of the training more effectively, providing clear expectations to the participants, and ensuring that all necessary materials and resources are readily available. By addressing these aspects, organizers can set a solid foundation for a successful training experience (Yin, 2015).

The evaluation during the training sessions received the highest weighted mean of 3.71, indicating a strong agreement and positive experience during the training. This reflects the effectiveness of the training content and delivery in engaging and meeting the needs of the participant principals. The positive feedback during the training aligns with research on the impact of interactive and participatory training approaches, which foster engagement, knowledge retention, and overall satisfaction among the participants (Sang, 2011).

The evaluation after the training received a weighted mean of 2.99, indicating overall agreement with the post-training outcomes. While the post-training evaluation was generally positive, there may be areas that require further attention to optimize the utilization and application of the training outcomes in the participants' respective schools. To strengthen the post-training stage, organizers can encourage participants to create action plans or implementation strategies based on the training insights. Additionally, facilitating structured opportunities for knowledge dissemination and collaborative discussions among school staff can enhance the impact and sustainability of the training outcomes within the participant principals' educational institutions (Guterres & Rofiaty, 2020).

Overall, the composite mean of 3.24 reflects an overall agreement with the training process. While the training received positive feedback across all stages, the pre-training and post-training stages may benefit from additional improvements. Organizers can use the participants' feedback to refine and tailor future training sessions to meet the specific needs of the participant principals. Moreover, addressing issues related to incomplete training systems, inadequate content targeting specific weaknesses, limited training formats, and sustainability can lead to the design of a comprehensive training system that enhances the overall quality of the training preparation (Kirkpatrick, 2006).



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Table 3
Summary Table on Competencies Developed

Indicators	Weighted Mean	Verbal Interpretation	Rank
Achievement and Action	3.78	Strongly Agree	2
Assistance and Service	3.22	Agree	5
Impact	3.24	Agree	4
Management	3.79	Strongly Agree	1
Cognition	3.21	Agree	6
Personal Effectiveness	3.27	Agree	3
Composite Mean	3.42	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Overall, the participant principals have shown a strong agreement in the competencies developed, as indicated by the composite mean of 3.42 (Verbal Interpretation: Agree). This means that, on average, the principals have developed competencies in various areas that are essential for effective kindergarten leadership.

The highest-rated competency area is "Management" (Weighted Mean: 3.79, Rank: 1), indicating that the participant principals have excelled in skills related to team leadership, delegation, relationship management, and professional development planning. Effective management is critical for ensuring smooth operations and creating a positive working environment in kindergartens.

"Achievement and Action" received the second-highest rank (Rank: 2), indicating that the participant principals have demonstrated strong competencies in setting goals, taking initiative, and mobilizing resources for kindergarten development. These competencies are crucial for driving positive changes and improvements in kindergartens.

The left indicators all only received "Agree" verbal indicator. Specifically, the competency area "Cognition" received the lowest rating (Weighted Mean: 3.21, Rank: 6). This suggests that there may be room for improvement in areas such as analyzing problems from a global perspective and initiating research from educational practice. Enhancing cognitive skills can enable principals to make well-informed decisions and anticipate future challenges.

The competency area "Assistance and Service" received a relatively lower rating (Weighted Mean: 3.22, Rank: 5). This indicates that while the principals have shown competency in helping and serving others, there may be opportunities for further development in exploring strategies to meet the needs of others and creating needed changes in the school. Strengthening these skills can foster a more supportive and inclusive school environment.

It indicates that the participant principals have developed valuable competencies in various areas, with management and achievement and action being strong points. However, there are opportunities for further development in personal effectiveness, assistance and service, cognition, and certain aspects of personal effectiveness. Training and professional development programs that address these areas can enhance the overall effectiveness of kindergarten principals and lead to further improvements in school management and educational outcomes.

It may be because the female leaders are always pay more attention on group building and they emphasize cooperation and inclusiveness, so pay much attention on the management skills (Rosener, 2011). Besides, as the leader of a kindergarten, they all hand some excellent characteristics to make them extraordinary and have some achievements (Deng, 2016). So, the achievements and actions are also rank very highly.



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Table 4
Difference of Responses on Training Evaluation When Grouped According to Profile

Sex	F-value	p-value	Interpretation
Before the Training	2.267	0.133	Not Significant
During the Training	11.787	0.001	Significant
After the Training	2.136	0.145	Not Significant
Age			
Before the Training	9.960	0.000	Highly Significant
During the Training	7.992	0.000	Highly Significant
After the Training	16.784	0.000	Highly Significant
Teaching Experience Before Becoming Principal			
Before the Training	11.055	0.000	Highly Significant
During the Training	15.772	0.000	Highly Significant
After the Training	25.551	0.000	Highly Significant
Tenure as a Principal			
Before the Training	21.603	0.000	Highly Significant
During the Training	10.636	0.000	Highly Significant
After the Training	35.774	0.000	Highly Significant
Education Level			
Before the Training	2.534	0.057	Not Significant
During the Training	8.432	0.000	Highly Significant
After the Training	3.667	0.013	Significant

Legend: Significant at p-value < 0.05

Table 4 presents the comparison of responses on training evaluation when grouped according to different profiles, such as sex, age, teaching experience before becoming a principal, tenure as a principal, and education level.

The F-value and p-value are statistical measures used to determine the significance of the differences in responses among different groups. A p-value less than 0.05 is typically considered statistically significant, indicating that the differences in responses among groups are not due to chance and are likely to be meaningful.??

The responses during the training showed a significant difference based on sex (F-value: 11.787, p-value: 0.001). This means that male and female principals had significantly different evaluations of the training during the training sessions. Specifically, male principals tended to have better evaluations compared to female principals during the training. This difference may have implications for how the training content and delivery resonate with participants of different genders.

Overall, the data highlights that individual differences based on sex, age, teaching experience, tenure as a principal, and education level have a significant impact on how kindergarten principals perceive and evaluate the training program. Understanding these differences can help training organizers tailor their programs to meet the specific needs and preferences of different participant groups, ultimately leading to more effective and impactful professional development opportunities for educational leaders (Urbancova et al., 2021).



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Table 5
Difference of Responses on the Competencies Developed When Grouped According to Profile

Sex	F-value	p-value	Interpretation
Achievement and Action	8.178	0.005	Significant
Assistance and Service	14.255	0.000	Highly Significant
Impact	22.775	0.000	Highly Significant
Management	9.309	0.002	Significant
Cognition	12.658	0.000	Highly Significant
Personal Effectiveness	23.648	0.000	Highly Significant
Age			
Achievement and Action	267.177	0.000	Highly Significant
Assistance and Service	468.908	0.000	Highly Significant
Impact	575.976	0.000	Highly Significant
Management	381.488	0.000	Highly Significant
Cognition	374.337	0.000	Highly Significant
Personal Effectiveness	242.463	0.000	Highly Significant
Teaching Experience Before Becoming Principal			
Achievement and Action	65.333	0.000	Highly Significant
Assistance and Service	41.560	0.000	Highly Significant
Impact	28.330	0.000	Highly Significant
Management	63.282	0.000	Highly Significant
Cognition	47.562	0.000	Highly Significant
Personal Effectiveness	25.538	0.000	Highly Significant
Tenure as a Principal			
Achievement and Action	8.334	0.000	Highly Significant
Assistance and Service	50.477	0.000	Highly Significant
Impact	47.877	0.000	Highly Significant
Management	9.998	0.000	Highly Significant
Cognition	63.294	0.000	Highly Significant
Personal Effectiveness	51.690	0.000	Highly Significant
Education Level			
Achievement and Action	20.007	0.000	Highly Significant
Assistance and Service	12.507	0.000	Highly Significant
Impact	6.556	0.000	Highly Significant
Management	21.328	0.000	Highly Significant
Cognition	11.617	0.000	Highly Significant
Personal Effectiveness	8.457	0.000	Highly Significant

Legend: Significant at p-value < 0.05

Table 5 displays the comparison of responses on competencies developed when grouped according to profile. It was observed that there was significant when grouped according to profile. This was supported by the obtained p-values which are less than the alpha level. There are significant differences in responses on all competencies developed when grouped according to different profiles such as sex, age, teaching experience before becoming principal, tenure as a principal, and education level. This means that the responses vary statistically, and it was found out that male, with an age bracket 50 to 59 years old, with an experience of 16 years and more, with a tenure of 16 years and more and obtained technical secondary school have better assessment.

It is acceptable with the growth of the principals' age, teaching experience, tenure as principals, and the education level, the evaluations of competencies tend to better. They are all important factors which will have significant influence on how principals perceive and develop different competencies. It may be because the older principals have better understanding about themselves and the work as a principal, and they know more exactly what they need to



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improve. Besides, they will have more time on the training and improving instead of some daily hectic work. Therefore, the training result for them will be better as well (Urbancova et al., 2021).

Table 6
Relationship Between Training Evaluation and Competencies Developed

Before the Training	r-value	p-value	Interpretation
Achievement and Action	0.000	0.999	Not Significant
Assistance and Service	0.030	0.617	Not Significant
Impact	0.038	0.517	Not Significant
Management	0.092	0.119	Not Significant
Cognition	0.095	0.109	Not Significant
Personal Effectiveness	0.038	0.522	Not Significant
During the Training			
Achievement and Action	0.079	0.180	Not Significant
Assistance and Service	0.17**	0.000	Highly Significant
Impact	0.50*	0.011	Significant
Management	0.089	0.134	Not Significant
Cognition	0.45**	0.000	Highly Significant
Personal Effectiveness	0.35**	0.000	Highly Significant
After the Training			
Achievement and Action	0.95**	0.001	Significant
Assistance and Service	0.19**	0.000	Highly Significant
Impact	0.39**	0.000	Highly Significant
Management	0.69**	0.004	Significant
Cognition	0.46**	0.000	Highly Significant
Personal Effectiveness	0.56**	0.008	Significant

Legend: Significant at p-value < 0.05

Table 6 presents the relationship between training evaluation and the competencies developed before, during, and after the training program.

There is no significant relationship between training evaluation and any of the competencies developed before the training. The p-values are all greater than 0.05, indicating that the correlations are not statistically significant. This could be due to participants' initial competencies and readiness before the training, which might not have a strong correlation with their perceptions of the training program.



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The lack of significant relationships between training evaluation and competencies developed before the training program may be attributed to participants' initial competencies and readiness. Kindergarten principals might already possess a baseline level of skills and knowledge in certain areas, and their perceptions of the training program before its commencement may not strongly influence their existing competencies. Additionally, the training program might have been designed to target specific areas of improvement, and participants' prior competencies might not align closely with the focus of the training. Therefore, the lack of significance in this phase highlights the importance of understanding participants' baseline competencies and tailoring training programs to address specific development needs (Chen, 2012).

Positive training evaluations during the training program show a highly significant positive relationship with assistance and service competencies and cognition competencies. This indicates that participants who perceive the training positively during the program tend to develop stronger competencies in assistance and service as well as cognition. There is also a significant positive relationship with impact competencies, suggesting that positive perceptions of the training during the program are associated with greater development of impact-related competencies. Personal effectiveness competencies also exhibit a highly significant positive relationship with training evaluation during the program. Participants' positive evaluations of the training during its implementation are linked to the development of personal effectiveness competencies.

When kindergarten principals perceive the training positively and find it valuable, they are more likely to actively engage in learning and skill-building activities. This positive engagement translates into stronger competencies in areas such as providing assistance and service to others, making a meaningful impact in their educational institutions, enhancing cognitive abilities, and developing personal effectiveness in leadership roles (Essien, 2016).

After the training, positive training evaluations after the completion of the training program show significant positive relationships with achievement and action, management, cognition, and personal effectiveness competencies. This implies that participants' positive evaluations of the training after its completion are associated with the development of these competencies. Highly significant positive relationships are observed with assistance and service competencies and cognition competencies after the training. This further emphasizes the importance of positive training evaluations in fostering the development of these competencies after the training.

It suggests that training program designers and educational institutions need to pay attention not only to the content and delivery of training but also to the evaluation and feedback mechanisms embedded within the training process. By gathering and analyzing participants' feedback during and after the training, program organizers can gain valuable insights into the effectiveness of the training program and its impact on competency development (Alvarez, 2004). Adjustments and improvements can then be made to tailor future training initiatives to better meet the needs of kindergarten principals, enhancing their professional growth and leadership effectiveness.

Overall, the data suggests that the perception of the training program during and after its completion plays a more significant role in the development of competencies compared to the perception before the training. Positive training evaluations during the program, especially in the context of assistance and service, impact, cognition, and personal effectiveness, are strongly associated with the development of these competencies after the training.

Summary, Conclusions, and Recommendations

Majority of the are females 30-39 years old, with teaching experience of 6-15 years before becoming a principal and more than 16 years of experience as principal with education level of "bachelor's degree".

Respondents provided positive evaluations of the training overall, with agreeable responses for most indicators before the training, during the training and after the training as revealed in their agreement in the aforesaid evaluation statements.

The kindergarten principals have demonstrated strong competencies in management, achievement and action while other competency areas such as assistance and service, cognition, impact and personal effectiveness received satisfactory ratings.

There is a highly significant difference in the responses on the development of competencies of principals when grouped according to all profile variables and significant difference on achievement and action and impact when grouped according to sex. There is no significant relationship between the training evaluations and competencies before the training while there is significant relationship with the development of various competencies, particularly in the areas of assistance and service, impact, cognition, and personal effectiveness during the training and significant relationship competencies particularly on Assistance and Service after the training.



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The top management of schools may prioritize and expedite the development of top-level design for the selection, appointment, assessment, and cultivation of kindergarten principals. It is evident from the training needs analysis that the current practices in these areas lag behind those of primary and secondary school principals. By aligning the selection and cultivation process with best practices from other educational levels, schools can ensure a more robust and comprehensive approach to principal development.

The Human Resource management office may take an active role in designing specific training plans and standards for kindergarten principals. These plans should include enhanced guidance on the content and implementation of training programs. Additionally, a system of supervision and follow-up should be established to ensure the successful execution and impact of the training initiatives. This would enable a more focused and systematic approach to principal training, tailored to the unique needs of kindergarten leaders.

Schools in China may establish a coherent system that integrates the training process and outcomes with the selection and assessment of principals. By linking the training initiatives with the performance evaluation of principals, schools can ensure that the training is relevant and practically effective. This would incentivize principals to actively engage in the training programs and apply the acquired skills and knowledge to their leadership practices.

Future researchers may conduct longitudinal studies to trace the long-term effectiveness of the training received by both teachers and school leaders. By assessing the sustained impact of the training on schools and student achievement, valuable insights can be gained to continually refine and improve training programs. Long-term evaluations will provide a deeper understanding of how training interventions contribute to overall school improvement and student success.

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