

Investigation and Research on the Construction of moral leadership Index of Kindergarten Director by Delphi method

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Abstract

The country has distinct characteristics of the times for the moral leadership of kindergarten directors, in which there are not only the social expectations of professional ethics for kindergarten directors, but also the immediate needs of parents and teachers for good kindergarten directors. Therefore, in order to improve the quality of early childhood education and personnel training in our country, we must strengthen the training and construction of kindergarten directors. On the basis of the research at home and abroad, this study preliminarily constructs the index system of moral leadership of kindergarten director, and consults the three levels of indicators through three rounds of Delphi method, and deletes and adds the indicators on the basis of feedback. Finally, the index system of moral leadership of kindergarten director is constructed. The index system includes 4 first-level indicators, 9 second-level indicators and 23 third-level indicators, among which the first-level indicators include humanitarian care, fairness and justice, professional morality and moral quality. The index system has high expert validity, which not only enriches the connotation of school moral leadership theory, but also provides clear and effective suggestions to improve the management level of kindergarten directors.

Keywords: moral leadership; kindergarten director; investigation and research.

Introduction

Moral leadership is a new concept in the vision of international educational management. Moral leadership emphasizes implicit value and attaches importance to the long-term cultivation of values in the concept of leadership. Moral leadership has important reference value and significance for today's school reform, and it is an enduring driving force for the development of the school. As an important part of the social structure, the school is greatly influenced by the concept of market economy. For a long time, benefit, function, technology and economic principles have become the dominant value pursuit of the school. Principals, educational administrators and even teachers all believe that only by constantly pursuing "scientific management" can we create an ideal school. After entering the new century, China's education reform has encountered new challenges, and schools have never faced such severe public supervision as they are today. From the issue of fees to the issue of educational equity, from the spiritual outlook of teachers to the cultivation of students' innovative ability, there are endless concerns about what social responsibility schools should undertake, which leads to strong attention to the topics such as "the purpose of school education" and "education to the satisfaction of the people".

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As the initial stage of China's national education system, preschool education is of great significance to people's lifelong learning and development. Since 2010, preschool education in China has developed rapidly. It is the demand of running preschool education in the new era to promote the high-quality development of preschool education and meet the people's expectations for children. The leadership and management level of kindergarten directors is an important factor affecting the quality and level of preschool education. Therefore, the booming cause of preschool education needs a group of qualified kindergarten directors to ensure the quality of kindergarten education, and a group of excellent kindergarten directors to set an example to constantly improve the level of running the kindergarten and lead the development of preschool education. How to effectively improve the leadership level of kindergarten directors has important practical significance for improving the quality of kindergarten and promoting the sustainable development of preschool education. Therefore, this study attempts to clarify the specific connotation of kindergarten director's moral leadership under the background of modern education, and based on the existing literature at home and abroad, combined with the opinions of authoritative experts in the field of preschool education, to establish an index system of kindergarten director's moral leadership, so as to provide more clear and effective suggestions for improving the management level of kindergarten directors.

Literature review

The formation and Development of School moral leadership

Moral leadership is called ethical leadership in the West. It can be traced back to the philosophical expositions of Plato and Aristotle in ancient Greece. In 1976, Silin initiated the concept of "moral leadership" when summarizing enterprise leadership behavior, and preliminarily believed that moral leadership means that leaders show a high degree of personal virtue, self-discipline and selflessness in behavior, and have the ability to overall plan the overall situation. It emphasizes that moral leadership theory is a comprehensive leadership theory, and emphasizes the positive effect of leaders' moral cultivation on organizational performance. It is not difficult to see that the study of moral leadership first of all comes from the discussion of the theory of business organizational leadership (Shin, 2012).

Later, the leadership theory developed continuously, from the leadership trait theory, the leadership behavior theory, the leadership change theory to the new leadership theory. In recent years, after the development of transformational leadership, charismatic leadership and spiritual leadership, morality, as an important dimension of leadership, has been put forward separately. Reviewing the scientific research of traditional leadership theory, such as trait theory, behavior theory and contingency theory, the essentials of these theories are mostly limited to the pursuit of leadership technical and interpersonal skills, ignoring the establishment of leaders' ideas. lack of ethical and moral emphasis. Since the 1980s, with the criticism of the traditional leadership theory paradigm of scientific positivism by post-modernism, the paradigm of traditional leadership theory has undergone a post-modern transformation, and the study of leadership theory has gradually turned to high-level culture and meaning theory. tends to the belief, the value new dimension, begins to appear the new development appearance. People gradually realize the importance of virtue and value care, which are marginalized by "modern". These changes provide a strong argument for the rise of moral leadership and lay a necessary foundation for the development of moral leadership theory. In the field of school leadership practice, it was Sergiovanni, an American scholar, who put forward the idea of moral leadership for the first time. He summarized and refined some achievements of school leadership. In his book moral leadership-- the Core of School improvement, he comprehensively demonstrated and explained the thought of moral leadership, which brought a new concept of leadership and provided a new concept of

leadership(Sergiovanni, 1992). Since then, the thought of moral leadership has been widely concerned by the academic circles, and it has become a frequent concept in the western school leadership research literature. The emergence of the realistic deviation of traditional school leadership makes moral leadership a necessity. School education calls for a revolution in the pursuit of excellence and ethics.

A study on the connotation of moral leadership

Moral leadership is a new concept in the vision of international educational management. Moral leadership emphasizes implicit value and attaches importance to the long-term cultivation of values in the concept of leadership. Moral leadership pays attention not only to people's material interests, psychological needs and motivation, but also to people's morality and beliefs. Moral leadership advocates the realization of leadership with the power of culture in the way of leadership. The school is a cultural organization, and leaders do not always rely on position power to lead by controlling their members. Leaders should create a school culture, lead people to devote themselves to the cause, so that teachers and staff can set their own goals and manage themselves. Therefore, moral leaders advocate that schools should be built into a moral community, and schools should not only organize teaching and transfer knowledge, but also go beyond "factory" management to form a "community" mechanism and atmosphere.

For the study of school moral leadership, scholars have discussed the specific connotation of school moral leadership in various ways, and the related research is shown in Table 1.

Table 1 : Research on the connotation of Ethical leadership

Year	Author	Define the type	Connotation expression
2012	Silin	Psychological quality	Ethical leadership can be described as the behavior of leaders should show a high degree of personal virtue, self-discipline and selflessness, and be able to coordinate the overall situation and take care of the interests of the group(Shin, 2012).
2006	Browns	Behavioral process	Transformational leaders should focus on examining the ethical aspects of their own mission and organizational goals, paying attention to the needs, values, and ethics of 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(Brown, 2006).
1992	Sergiovan ni	Combining behavioral processes with psychological qualities	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(Sergiovanni, 1992).
1998	Kanungo	Behavioral process	Ethical leadership is to promote the organization to form a good ethical atmosphere inside, and make itself and its subordinates become moral people(Kanungo,

			1998).
2022	Bass	Psychological quality	The personality and leadership behavior of individual leaders contain ethical and moral characteristics(Bass, 2022).
2014	Aronson	Behavioral process	Leaders' behavior always aligns with ethical standards. The behavior of this leader is moral, and moral behavior is judged through moral purposes and means(Aronson, 2014).
2016	Neubert	Combining behavioral processes with psychological qualities	To become an effective ethical leader, a leader must first be a role model with ethical awareness and behavior, integrity, reliability, and charm. To become an effective ethical leader, a leader must first be a role model with ethical awareness and behavior, integrity, reliability, and charm(Neubert, 2016)
2009	Liping SUN & Wenyi LING	Psychological quality	The process by which leaders influence and motivate subordinates to achieve established organizational goals with noble character and integrity(Liping SUN & Wenyi LING, 2010).
2016	Chiniara	Behavioral process	Ethical leadership pays attention to the health and happiness of subordinates, treats them fairly, is loyal to the collective, maintains health, maintains order and direction, and cultivates autonomy(Chiniara, 2016) .

It is not difficult to see that the research on the connotation of school moral leadership has aroused varying degrees of response from many scholars since Sacciovanni and others, and described moral leadership in many aspects from the types of behavior process and psychological quality. and gradually become a new academic growth point, is expected to open up a new academic field.

The structure and Measurement of moral leadership

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 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. They also expanded the measurement model of Ethical leadership into a comprehensive moral leadership structure model - Ethical leadership behavior

(ELI)(Kalshoven, 2011). Although researchers draw different conclusions from their own understanding of the definition of Ethical leadership, it can be seen that the dimensions of Ethical leadership can be summarized into two dimensions: trait and behavior, which has important reference value for us to divide the dimensions of Ethical leadership in schools. For example, Shuangxiu ZOU (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. 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(Shuangxiu ZOU, 2011). According to the relevant measurements of Ethical leadership in schools, Ethical leadership should include multiple dimensions. Just as the unremitting pursuit of propriety, righteousness, justice, self-discipline and other qualities in Chinese traditional moral culture, school managers must be based on ability and quality, guided by moral cultivation, and be strict with themselves and convince others with virtue in the process of school management. According to the review, because different scholars have different concepts and understandings of Ethical leadership, the measurement dimensions and contents of Ethical leadership are also different, ranging from single dimension to ten dimensions. Although scholars have some differences on the division of moral leadership dimensions, in any case, it also provides some reference value for the division of Ethical leadership dimensions of kindergarten principals..

The construction of the index of moral leadership of kindergarten director

Preliminary selection and explanation of Index system

In order to construct the index of kindergarten director's moral leadership, combined with the existing literature research, this paper deeply analyzes the connotation and structural framework of moral leadership in the existing research, and extracts the core elements of kindergarten director's moral leadership. In addition, taking into account the particularity of the kindergarten educational environment, that is, 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. Through the analysis of the relevant literature about the kindergarten director, combined with the theory of school moral leadership and based on the perspective of women, this paper preliminarily outlines the structure of school moral leadership, including "caring morality", "just morality", "moral cultivation" and "professional morality". The explanations for different moral aspects are as follows.

Caring morality

"Care" attaches great importance to the relationship between people. Leaders should sincerely care for their subordinates or colleagues, recognize their profession and affirm their ability. When a leader is unable to make an appropriate decision in a conflict, simply thinking about fairness and justice will usually make his leader fall into the dilemma of decision, and caring morality can make up for its deficiency. Reviewing the literature, we can find that caring morality is a common aspect in many related studies of moral leadership. For example, Sergiovanni (1992) pointed out that leaders should be able to care for and care for people, and should also care for the needs and well-being of their members while accomplishing their tasks(Sergiovanni, 1992). Brown (2010) also agrees that caring ethics is an important component of moral leadership, and a caring leadership model can be strengthened in order to improve leadership effectiveness(Brown, 2005). In addition, youxin SUN (2021) found that school leaders should respect teachers' professional autonomy, strengthen interaction and communication with teachers, and care for their needs in teaching or life, so that teachers can feel the care of the headmaster and enhance their recognition of the school, which in turn helps teachers to show positive behavior(youxin SUN, 2021).

Justice and morality

Evans (2006) believes 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 many of them are antagonistic and antagonistic to each other, resulting in a complex dilemma of moral dilemma in educational contexts(Evans, 2006). 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 in the study of school Ethical leadership(Bowers, 2017). Only leaders whose behavior can conform to justice can be called Ethical leadership. In addition, Starratt (1991) believes that moral justice refers to the principle of justice when dealing with problems, such as treating the rights of organizations and individuals well, caring about member participation, and resource allocation(Starratt, 1991). 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.

Professional morality

Many researchers believe that in addition to attaching importance to their own moral traits, the most important thing for school leaders is to be prepared to become a professional moral leader. Therefore, school leaders must review the specific situation of their professional ethics at any time and fully understand the needs of students and their parents, so as to avoid unnecessary conflicts. Only in this way can we ensure the professionalism of work and protect the best interests of students' study and life. When a school leader develops his own professional morality, they not only need to consider different moral models, but also need to integrate justice morality and care morality, so that they can provide their professional judgment and decision. As a school leader, we should not only pay attention to the needs of the clients, but also have social responsibility to solve the problems arising from the pluralistic environment. And in different areas, different professional leadership skills are needed. Therefore, professional ethics needs to be trained through professional training, and leaders can learn and train professionally, so that leaders can show a professional moral atmosphere in caring for their members, considering multiple differences and showing fairness and justice. A manager with good professional moral education should have considerable professional knowledge in order to make correct judgment and action performance.

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 requirements for themselves, commit themselves to improving their moral accomplishments, show moral courage, generate the personality charm that makes 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. 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.

To sum up, according to the above theoretical framework of moral leadership of kindergarten managers, combined with literature review and exploration and analysis in the context of Chinese culture, the core elements of moral leadership of kindergarten managers are extracted. The structural dimension of kindergarten moral leadership is preliminarily designed, which includes four dimensions: humanitarian care, fairness and justice, professional morality and moral quality. On the basis of this dimension, 7 second-level indicators and 26 third-level indicators are designed.

Research and design

Delphi method is a way of consulting experts in relevant fields through anonymous investigation and research, which is proposed by the Rand Company of the United States. The researchers invite experts in related fields to judge, evaluate and predict problems based on their professional knowledge, experience and subjective judgment without knowing each other, and then through circular interaction with experts, so that the scattered opinions gradually converge to consensus, in order to obtain the consensus of the experts on a research problem(Qinfang YU et al., 2022). Based on the lack of relevant information about kindergarten director's moral leadership index in China, this study holds that Delphi method is an effective way to establish kindergarten director's moral leadership index system.

Selection and determination of consulting experts

The main research method used in this study is the Delphi method. The expert consultation process runs through the determination of the model consulting group and the selection of expert members is the key to the whole study. The number of experts is generally considered to be 8-20. In order to avoid the shortage caused by the withdrawal of experts, this study is based on the requirements and characteristics of the construction of teachers' home-school cooperation literacy indicators. A total of 12 scholars, teachers and researchers, kindergarten directors and famous teachers who have a high degree of authority and original opinions in the field of preschool education are invited to form an "advisory expert group". The quality of experts determines the quality of the whole research. By considering the rationality of the number of experts, research field, professional degree, cooperation degree, feasibility and other aspects, an expert consultation group is set up, and its relevant information is shown in Table 2.

Table 2: basic composition of consulting experts

Feature classification	Number(N=12)	Percentage(%)
Gender		
Male	2	16.7
Female	10	83.3
Age		
<45	8	66.7
46 to 55	2	16.7
56 to 65	2	16.7
Working years		
<15	7	58.4
16 to 25	4	33.3
26 to 35	1	8.3
Academic degree		
Undergraduate course	4	33.3
Master	5	41.7
doctor	3	25.0

Consultation method

The study conducted three rounds of Delphi surveys by e-mail. In the first and second round of Delphi survey, experts are invited to evaluate the first-level index, the second-level index and the third-level index according to the degree of suitability and importance respectively. The questionnaire sets open-ended questions under each index, and experts can make specific changes to the indicators. Based on the results of the second round of Delphi survey, the third round of Delphi survey no longer sets open questions, but only in the form of Likert five-point scale for experts to choose the importance of indicators.

Statistics and Analysis of the questionnaire

the positive coefficient of experts

The positive coefficient of the expert is the recovery rate of the expert consultation form (recovery rate = the number of participating experts / the number of experts invited), reflecting the degree of concern of the experts for the research. The higher the recovery rate, the higher the positive coefficient of expert participation. A total of three rounds of expert consultations were conducted in this study. In the first round, 13 consultation forms were issued, 12 were recovered, with a recovery rate of 92.3%; in the second round, 12 were sent out, 12 were recovered, with a recovery rate of 100%; and the recovery rate in the third round also reached 100%. It shows that most experts are still very concerned about this study, and the positive coefficient of participation is very high.

the authority coefficient of experts

the authority coefficient of experts refers to the average value of experts' judgment basis and familiarity with the influencing factors of the consultation question. The judgment basis of experts is divided into four aspects: theoretical analysis, practical experience, relevant information understanding and intuition. The quantitative value of each category is shown in Table 3.

Table3: judgment basis assignment table

Judge according to category	Quantitative value of influence degree (Ca) judged by experts		
	Big	Medium	Small
Theoretical analysis	0.3	0.2	0.1
Practical experience	0.5	0.4	0.3
Understanding of relevant information	0.1	0.1	0.1
intuition	0.1	0.1	0.1
Total	1.0	0.8	0.6

Experts' familiarity with the problem can be divided into five levels: very familiar, relatively familiar, familiar, generally familiar and unfamiliar. The assignment of the familiarity coefficient of the problem is shown in Table 4.

Table 4: familiarity coefficient assignment

Familiarity (Cs)	Quantized value
Very familiar with	1
Be familiar with it	0.75
Familiar with	0.5
Generally familiar with	0.25
Not familiar with	0

Expert authority coefficient ($Cr = (Ca+Cs) / 2$). The expert authority coefficient Cr of each round of consultation is the average of the authority coefficient of all experts, which is generally considered to be acceptable if the expert authority coefficient is greater than or equal to 0.7. In this study, the average authority coefficient of the two rounds of experts is 0.822, as shown in Table 5, the general authority coefficient greater than 0.7 can be regarded as an acceptable level(Qiyun SHEN et al., 2021). Therefore, in this study, the authority of the index is guaranteed to a certain extent, which ensures the persuasiveness of the model.

Table 5: evaluation table of expert coefficient

Category	The first round	The second round	Mean
Judgment basis coefficient(Ca)	0.925	0.920	0.923
Familiarity coefficient(Cs)	0.895	0.937	0.916
Authority degree coefficient(Cr)	0.910	0.927	0.918

The coordination coefficient of experts

The expert coordination coefficient can be obtained through the Kendal W coefficient, which objectively explains the consistency between experts. The value range of W is between 0 and 1, and the closer the value of W is to 1, the higher the consistency and coordination between experts. After two rounds of consultation, the expert coordination coefficient is close to 1 and there is a statistical difference ($P < 0.001$), indicating that the expert opinions are basically unified and the consultation can be stopped.

The suitability and importance of questionnaire indicators

To check the rationality of indicators at all levels, the suitability and importance of indicators will be used for judgment, and the mean will be used to represent the suitability and importance of questionnaire indicators. In terms of suitability, evaluate each indicator as "suitable", "modified suitable", and "unsuitable", scoring 3 points, 2 points, and 1 point respectively. If the average suitability of a certain indicator is higher than 2.7 points, it is considered that the suitability of the indicator meets the construction requirements; In terms of the importance of each indicator, select evaluations that are "very important", "important", "average", "unimportant", and "very unimportant", and score them sequentially from 5 to 1 point. If the importance of a certain indicator is higher than 3.8 points, it is considered that the importance of that indicator is in line with the indicator construction.

Research results

Revision of the first round of Delphi survey indicators

The first round of the survey adopted four first-level indicators of "caring morality", "just morality" and "professional morality", including 7 second-level indicators and 26 third-level indicators.

For the four first-level dimensions, experts suggest that in order to facilitate understanding, combined with the actual situation and popular expressions in the field of early childhood education, the original "caring morality", "just morality", "virtue", "interpersonal care", "fairness and justice", "moral cultivation", and the expression of "professional morality" are retained. Among the seven secondary indicators, "focus on sharing" is adjusted to "assistance and sharing", and "people-oriented" to "education-oriented". At the same time, experts added a second-level index of "personal quality" and "values" to supplement and revise the second-level index. Finally, among the 26 third-level indicators, experts are more controversial about the scope of ownership of some indicators, such as the index "the director can treat every colleague equally and sincerely". Some experts think that the index reflects fairness and justice, others think that it reflects "interpersonal care", and a few experts also think that it reflects a certain "personal quality". The reason is that the index expression is too broad. Can not well reflect the main connotation of the first-level or second-level indicators, so on the basis of determining the first-level indicators and second-level indicators, re-sort out the specific connotation of the first-level indicators and secondary indicators, clarify the specific performance of the concept, re-sort out the controversial content of the third-level indicators, and modify the third-level indicators on the basis of fully adopting expert opinions.

Revision of the indicators of the second round of Delphi survey

Based on the first round of expert opinions, the second round of survey constructed four first-level indicators of "interpersonal care", "fairness and justice", "professional morality" and "moral cultivation", including 9 second-level indicators and 26 third-level indicators. Among the second-level indicators, "respect and care" contains more items, with a total of 6 items, that is, among the third-level indicators, 6 indicators jointly reflect the indicators of "respect and care". Experts believe that the number of third-level indicators contained in each secondary index should be roughly the same. through the exploration of this questionnaire, it is found that except for 6 items in the "respect and care" index, the other secondary indicators contain 2-3 items. It is therefore recommended to reduce the number of projects included in respect and Care. In addition, for the secondary dimension, experts agree that the indicators in the secondary dimension are important and appropriate, so the study retains the secondary dimension indicators in the second round of survey. In addition, some indicators with overlapping meanings in the

indicators of "respect and care" are deleted or merged, so that the number of items contained in the secondary indicators is roughly the same, and some of the wording is revised to make the indicators more popular and more applicable.

Revision of the third round of Delphi survey indicators

Based on the expert opinions collected in the first and second round, the third round adopted four first-level indicators of "interpersonal care", "fairness and justice", "professional morality" and "moral cultivation", including 9 second-level indicators and 23 third-level indicators. Experts agree that the primary and secondary dimensions are of high importance, and finally determine the primary and secondary dimensional indicators of moral leadership in kindergarten. In the third-level indicators, the average value of "garden director pays attention to the improvement of personal moral quality" and "garden director pays attention to the improvement of personal professional quality" is less than 3.8, indicating that experts believe that the importance of the above indicators is low. Therefore, the study revised the index, in addition to these three indicators, experts agreed that the other three dimensional indicators of high importance. On the basis of this, this study finally determined the three-level dimension index of kindergarten director's moral leadership. Through the collection of the third round of questionnaires, through statistical analysis, expert opinions tend to be consistent, in line with the expected requirements. After adjusting the expression of the three indicators with low importance in the third round of survey, it is finally determined that the kindergarten director's truth leadership index system includes 4 first-level indicators, 9 second-level indicators and 23 third-level indicators. The evaluation criteria and results of each index are shown in Table 6.

Table 6: construction of moral leadership indicators for kindergarten directors

Index	Mean±standard deviation	Coefficient of variation
1. Humanitarian care	4.92±0.28	0.06
1.1 Respect and care	4.83±0.38	0.08
1.1.1 The garden director can give the teacher enough respect.	4.80±0.42	0.08
1.1.2 The garden director can be concerned about the growth and development of teachers.	4.80±0.42	0.08
1.1.3 The garden director can think from the standpoint of the teacher.	4.70±0.48	0.10
1.1.4 The garden director can express concern and understanding to the teacher.	4.70±0.48	0.10
1.2 Assist and share	4.75±0.45	0.09
1.2.1 The director can be honest and negotiate the tasks of all his colleagues.	4.80±0.42	0.08
1.2.2 The director can share his professional ideas and work with teachers to build the vision of the kindergarten.	4.70±0.48	0.10
2. Fairness and justice	4.92±0.28	0.06
2.1 Attach importance to rights and interests	4.83±0.38	0.08
2.1.1 The director will attach importance to the rights and interests of teachers and young	4.90±0.32	0.06

children.		
2.1.2 The director will treat the teachers who work overtime by other means of compensation.	4.60±0.52	0.11
2.2 Education-oriented	4.83±0.38	0.08
2.2.1 The kindergarten director can be child-oriented and establish a professional but non-commercial teaching environment.	4.80±0.42	0.09
2.2.2 The garden director can adhere to scientific educational beliefs and principles and will not change easily.	4.80±0.42	0.09
2.3 Pay attention to standardization	4.75±0.45	0.09
2.3.1 The director pays attention to the norms of work and emphasizes the rules and regulations.	4.80±0.42	0.09
2.3.2 In the work, each teacher can be recognized and rewarded for his outstanding work achievements.	4.80±0.42	0.09
3. Professional ethics	4.83±0.39	0.08
3.1 Professional behavior	4.83±0.38	0.08
3.1.1 The garden director will not vent his personal feelings on the teacher at will.	4.80±0.42	0.09
3.1.2 The garden director should not strive for merits and mistakes in his work and have the courage to take responsibility.	4.80±0.42	0.09
3.1.3 The garden director can put forward his personal opinions and improvement measures for the unreasonable educational behavior.	4.70±0.48	0.10
3.2 Professional ability	4.83±0.38	0.08
3.2.1 The garden director can help teachers when they encounter difficulties at work.	4.80±0.42	0.09
3.2.2 The garden director can establish a fair and reasonable assessment system.	4.50±0.53	0.12
3.2.3 The director can discuss the development of the park with other colleagues.	4.60±0.52	0.11
4. Moral quality	4.83±0.39	0.08
4.1 Personal quality	4.92±0.29	0.06
4.1.1 The director will not spread rumors to maliciously slander her.	4.70±0.48	0.10
4.1.2 The director will not maliciously deceive parents.	4.50±0.53	0.12
4.1.3 The director can set an example in words and deeds and have a positive impact on teachers.	4.80±0.42	0.09
4.2 values	4.92±0.29	0.06
4.2.1 The director is honest, trustworthy and	4.50±0.53	0.12

responsible.		
4.2.2 The director can abide by the law and adhere to scientific values.	4.70±0.48	0.09

Discussion and prospect

Construction and characteristics of three-level Index system of moral leadership in Kindergarten

This study is based on the main connotation of the theory of school moral leadership, combined with the "Professional Standards for Kindergarten Directors", "Kindergarten work regulations" issued by the Ministry of Education, "some opinions of the State Council on deepening the Reform of Preschool Education", and "Kindergarten Teachers' Professional Standards". The relevant contents of the document, the preliminary construction of the structural framework of the moral leadership of kindergarten managers in this study, combined with three rounds of expert opinions. Finally, an index system composed of 4 first-level indicators, 9 second-level indicators and 23 third-level indicators is formed (see figure 1).

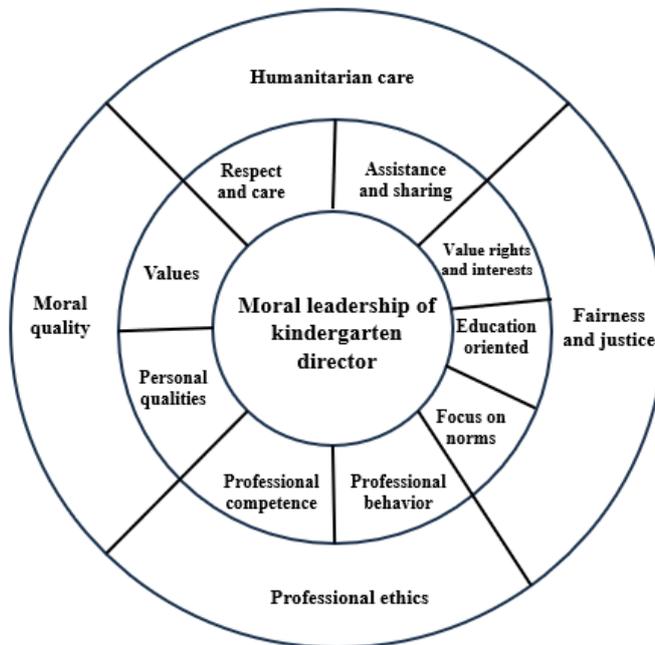


Figure 1: framework of moral leadership index system for kindergarten directors

First, the index system adheres to the fundamental position of serving the cause of preschool education. As people gradually realize the importance of caring for human value in the process of leadership, they pay attention to moral example and moral guidance in the style of leadership, and emphasize humanistic care. It emphasizes the construction of a common vision of the school, the promotion of the establishment of a learning community, the adjustment of the role of personnel, and the shaping of high-quality school culture, so as to achieve the purpose of improving school leadership. These changes provide a strong argument for the rise of moral leadership. It also lays a necessary foundation for the development of moral leadership theory. The promulgation of the Professional Standard for Kindergarten Directors of the Ministry of Education of China puts forward corresponding requirements for kindergarten directors, which should be based on morality, toddler-oriented, leading development, ability-oriented and lifelong learning. It also puts forward corresponding requirements for the six professional responsibilities of planning kindergarten development, creating educational culture, leading conservation education, leading teachers' growth, optimizing internal management and adjusting external environment, let moral leadership become a way of

leadership that is closely related to the level of moral development of individual leaders and the situation in which leaders are located (Jing SU et al., 2022). The index system constructed in this study is mainly based on the national policies and measures to promote the development of preschool education, constantly localizes the theory of moral leadership, and constructs a reasonable index system combined with the reality of the development of preschool education in our country. It has certain characteristics of the times.

Second, the index system is based on the actual needs of education reform. Chinese society has entered an important stage of "harmonious development". At this stage, the main proposition is to build a harmonious society, learning society and innovative country in an all-round way. With the guidance of the political view, the leaders of the school feel that the significance of today's leadership has gone beyond the scope of "economization" and "digitization" in the past, and pays more attention to human value, emotion and dignity. It also has a great impact on the education and management of the school, which leads to extensive discussion on the topics such as "what kind of education to run" and "how to run education well". Therefore, the school environment has undergone profound changes to some extent. Future schools should not only organize teaching and transfer knowledge, but also form a "community" mechanism and atmosphere. What's more, in the atmosphere of the community, students, teachers and parents should be combined voluntarily through shared values, so as to promote the continuous development of the school. This study is also based on the actual needs of education reform. More emphasis should be placed on the social responsibility and professional ethics elements that school administrators should have, reflecting the local concern of this index system.

Third, this index system highlights the unity of knowledge and practice. The experts involved in the construction of the index system either have first-line practical experience or have carried out relevant empirical research, so that the index system can present the elements that managers need to carry out moral leadership in real situations. In addition, practice has proved that in the style of leadership, we should pay attention to moral example and moral guidance, emphasize humanistic care, emphasize the construction of a common vision of the school, promote the establishment of a learning community, and shape a high-quality school culture. The goal of effectively improving school leadership can be achieved. Therefore, in the process of index construction, it not only reflects the specific connotation of kindergarten moral leadership, but also recognizes the significance of moral leadership in belief, and actively encourages and implements it in action to achieve the unity of knowledge and practice.

Fourth, the index system adheres to the concept of problem-oriented and pays attention to the solution of problems and new contradictions in the process of moral leadership in kindergarten. Problems such as difficult decision-making, difficult implementation and low efficiency will be encountered in educational management. Most of the time, it is not a cognitive problem, but the conflict of interest of various interest groups is difficult to reconcile. This conflict of interest reflects the ethical basis of the organization and the value conflict within the organization. In the face of multiple values and different ways of education, the knowledge structure and ability structure of kindergarten director need to be constantly adjusted and improved based on the development of society. Unexamined management should not be implemented. As managers, kindergarten directors should not only pay attention to the objective issues such as management principles and methods themselves, but more importantly, pay attention to the ideological connotation behind these principles and methods. In the final analysis, educational activities are human activities, and the study of human management is inseparable from people's subjective position and attitude, and educational activities will pay more attention to human value, emotion and dignity.

Prospect of future research

This study uses the method of expert investigation to make a preliminary exploration on the moral management index system of kindergarten directors, but there are still some problems worthy of further exploration. On the one hand, it is worth learning from foreign experience to attach importance to the formation and development of managers' moral quality, but there are still great differences in moral cognition under different cultural and social backgrounds. Therefore, how to combine different educational situations and the characteristics of kindergarten administrators under the Chinese cultural background to do more in-depth exploration of the localization of moral leadership needs to be further discussed. In addition, in the guiding outline of Kindergarten Education (trial), it is proposed that in order to better develop early childhood education, kindergartens should cooperate closely with families and communities, link up with primary schools, and make comprehensive use of all kinds of educational resources. work together to create good conditions for the development of young children. Therefore, on the basis of Delphi method research, different kindergarten directors, primary school principals, educators of different school sections and students' parents can be organized to carry out extensive discussions in the future, so as to further improve the index system of kindergarten director's moral leadership. Although the existing research still has room for improvement, it also provides a useful reference for us to think about school moral leadership, and provides an effective tool for future researchers to carry out further empirical research.

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