

Navigating Pedagogical Self Efficacy in Attaining Curriculum Leadership in Kindergarten Teacher

Donghong Lin^{1,*}

¹Graduate School, Adamson University, CO 1000, Philippines

* Corresponding author: Donghong Lin (Email: 1063316151@qq.com)

Abstract: The eighth basic education reform has made the curriculum more adaptable, and schools and kindergartens also have the right and responsibility to develop curriculum. The curriculum leadership of kindergarten teachers was the core of their leadership. This article delved into the impact of kindergarten teacher curriculum leadership on pedagogical self efficacy. Assessment of the respondents on their curriculum leadership components in kindergarten. Difference in assessment of the respondent on characteristics components of curriculum leadership in kindergarten. Assessment of kindergarten teachers' pedagogical self-Efficacy. Explored the correlations between the assessments of kindergarten teachers' curriculum leadership and the assessments of teachers' pedagogical self-Efficacy. This article also discussed the potential ethical considerations in the curriculum leadership and pedagogical self efficacy of kindergarten teachers, such as data privacy concerns, algorithmic biases, and the digital divide. Finally, proposed the appropriate strategies to improve the kindergarten teachers' curriculum leadership and pedagogical self efficacy. Through these analyses, will attract future researchers to pay attention to the curriculum leadership and pedagogical self efficacy of kindergarten teachers, and enable more and more people to recognize the actual teaching work of kindergarten teachers. Helping to improve teachers' curriculum leadership and pedagogical self efficacy, helping them effectively achieve teaching goals, and then subtly influencing the leadership work of others or themselves, ultimately forming a curriculum learning community through equal cooperation, and developing teachers' curriculum decision-making ability.

Keywords: Curriculum Leadership, Pedagogical Self Efficacy, Kindergarten Teachers.

1. Introduction

Kindergarten teacher curriculum leadership refers to the ability of kindergarten teachers, as curriculum leaders, to achieve the goals of the kindergarten curriculum (Xu Shihu, 2019). Based on their teachers expertise and abilities, attitudes and behaviors, and situational interactions, they lead other curriculum practice subjects in an equal, cooperative, and sharing manner, as well as their own influence (Chang Yawen, 2023; & Xia Wei, 2024). In kindergarten curriculum activities, they can pay attention to the needs of children, adhere to the child centered approach, and focus on realizing the mission and vision of the kindergarten. The resulting comprehensive influence includes the sum of various course professional and technical leadership, course cultural construction leadership, and course interpersonal organizational leadership (Zhu Chunling, 2021).

The main builders of kindergarten teacher curriculum leadership are teachers. Teachers are an important influencing factor in the development of kindergarten curriculum (Su Wei, 2019). Whether kindergarten teachers have a positive sense of self-efficacy, whether kindergarten teachers have confidence in early childhood education, whether kindergarten teachers can have strict requirements for their professional qualities, and whether kindergarten teachers can actively interact with children are all related to the improvement of kindergarten teacher curriculum leadership (Huang YaNi, 2018; & Liu Yilin, 2018).

The professional value of preschool teachers has the characteristics of delay and far-reaching effects (Yu Wensen, 2019). Based on this, the main purpose of this study is to study the curriculum leadership and pedagogical self efficacy of kindergarten teachers, explore the impact of curriculum leadership on pedagogical self efficacy, analyze

and predict the relationship between curriculum leadership and pedagogical self efficacy, and ultimately propose constructive strategies to improve curriculum leadership and pedagogical self efficacy of kindergarten teachers.

1.1. Literature Review

China has promoted the eighth basic education curriculum reform, advocating the implementation of a three-level curriculum management system to enhance the adaptability and localization of the curriculum (Cao Xiaohui, 2023; & Wang Junxia, 2019). The eighth basic education reform has made the curriculum more adaptable, and schools and kindergartens also have the right and responsibility to develop curriculum (Cai Binbin, 2020). Therefore, in the face of the future development path of kindergarten curriculum, Kindergarten teachers have a significant impact on the construction and development of kindergarten curriculum (Su Wei, 2019). As leaders guiding the development of young children, kindergarten teachers should have leadership, especially in the preparation of curriculum leadership. The curriculum leadership of kindergarten teachers is the core of their leadership (Ma Niluo, 2022).

The American social psychologist Bandura mentioned that people's consciousness and judgments of their own active and self ability to organize their own behavior goals are a form of thinking in the form of individuals to control and adjust. Individual behavior plays an important value (Huang YaNi, 2018). The pedagogical self efficacy of kindergarten teachers is closely related to their curriculum leadership, and the two are promoted between each other. Active and good pedagogical self efficacy can allow kindergarten teachers to more actively recognize the value of educating children in the implementation of curriculum activities (Le Xingyu, 2023). Self efficacy has a significant impact on the teaching and

professional development of teachers at all levels and types. Due to the particularity of preschool education, the self-efficacy of kindergarten teachers deserves attention (Ma Shiyuan, 2018).

Foreign scholars refer to both curriculum leadership and curriculum leadership as both a process and a behavioral ability, and there is no distinction between the two (He Xiaoyu, 2023). The concept of curriculum leadership in China was first introduced from abroad by scholars in Taiwan and Hong Kong. The research on curriculum leadership in China emerged in the 1990s (Li Cuiwen, 2023). In 2002, scholar Zhong Qiquan discussed the concept of "curriculum leadership" in his book "From Curriculum Management to Curriculum Leadership" (Liu Yuxi, 2023). The Chinese academic community has conducted extensive research on the role, constituent elements, levels, tasks, value functions, and other aspects of curriculum leadership (Cao Xiaohui, 2023).

China's research on curriculum leadership can be divided into four stages, namely the emergence period of curriculum management research, the brewing period of curriculum leadership research, the independent period of curriculum leadership research, and the flourishing period of curriculum leadership research (Chang Yawen, 2022). The research themes of these four stages include school curriculum leadership, curriculum reform, school-based curriculum development, and curriculum management. From kindergarten to various stages of higher education, attention is paid to different groups such as principals, principals, teachers, and researchers (Bai Yabo, 2023). The research issues involved include the connotation, roles, tasks, leadership concepts and strategies, and influencing factors of curriculum leadership.

Prior to this, some research conducted a questionnaire survey on the development status of curriculum leadership among some kindergarten teachers, and found that there was no significant difference between the implementation status of curriculum leadership among preschool teachers and the nature of the kindergarten, but there were significant differences in teacher education and teaching experience; And it is influenced by 10 factors, including teacher training opportunities, teacher curriculum decision-making power, and communication ability with colleagues (Yin Jiangqian, 2019).

Existing research have also found that the lack of awareness of curriculum leadership among preschool teachers, the lack of relevant skills, insufficient attention to cutting-edge hot topics, and the widespread sense of triviality and inefficiency are all problems in the current curriculum leadership of preschool teachers. Therefore, strategies have been proposed for kindergarten teachers to change their role positioning, participate in relevant training, pay attention to policy hotspots, and establish learning organizations (Wang Shiyao, 2018). Some researchers have also proposed that the post pandemic era has brought huge challenges to traditional early childhood education in terms of education field, educational objects, access to educational resources, educational content, and educational behavior. Kindergarten teachers urgently need to combine their curriculum leadership to make adjustments from three aspects: curriculum development and design, organization and implementation, management and evaluation, in order to adapt to the trend of future education development (Zhang Xinxin, 2021).

From the perspective of the complexity of preschool teachers, Daniel J. Castner believes that curriculum

leadership is what teachers do for the curriculum rather than a leadership position (Castner, D.J., 2020). Castner, D.J. used case narrative methods to study four preschool teachers. The four cases revealed a gap in the implementation ability of curriculum leadership among preschool teachers, which may be due to the lack of theoretical structure in curriculum leadership and differences in teacher personality traits. However, due to the fact that the participants in this study did not fully represent the diversity of American teachers, this research result does not have universal applicability (Castner, D.J., 2020).

In terms of the value of curriculum leadership for preschool teachers, Zhang Yuqi (2020) mainly studied preschool teachers during the "bottleneck period" and found that curriculum leadership can help preschool teachers break free from the "bottleneck period" of their careers. The main reasons for the current unsatisfactory development of curriculum leadership among kindergarten teachers are the lack of professional ability and internal drive, lack of actual rights, inability to receive professional training support and parental support, etc.

Foreign scholars' research on curriculum leadership is mostly scattered among studies on school curriculum leadership and principal curriculum leadership. Curriculum leadership is curriculum innovation, which is an innovative curriculum work carried out by different stakeholders in the process of curriculum reform through democratic cooperation, with the aim of promoting students' individual development and teachers' professional development (Fang Xue, Xu Qianqian, 2023). If teachers have curriculum leadership, it can help them demonstrate positive influence in activities such as curriculum planning, curriculum development, curriculum implementation, curriculum reflection and evaluation.

Kindergarten teachers' leadership played an important role in promoting the reform of kindergarten curriculum and giving full play to the subject of children. And paying attention to kindergarten teachers' pedagogical self efficacy can not only promote the development of kindergarten teachers' curriculum leadership, but also drive the professional growth of kindergarten teachers themselves (Chen Xiulan, 2022; & Zhang Yaning, 2023). Therefore, we need to pay attention to the relationship between the pedagogical self efficacy and curriculum leadership of kindergarten teachers. It can be said that self efficacy is the inherent driving of kindergarten teachers' curriculum leadership, and curriculum leadership is the external expression of kindergarten pedagogical self efficacy (Liu YiLing, 2018).

Based on the development trend of basic courses, this project analyzes and predicts the impact of curriculum leadership on pedagogical self efficacy by studying the curriculum leadership and pedagogical self efficacy of kindergarten teachers. This will attract future researchers to pay attention to the curriculum leadership and pedagogical self efficacy of kindergarten teachers, and enable more and more people to recognize the actual teaching work of kindergarten teachers. Helping to improve teachers' curriculum leadership and pedagogical self efficacy, helping them effectively achieve teaching goals, and then subtly influencing the leadership work of others or themselves, ultimately forming a curriculum learning community through equal cooperation, and developing teachers' curriculum decision-making ability.

2. Research Design

The study adopted a descriptive comparison related predictive research design. Descriptive statistics were used to summarize sample characteristics and differences between samples, including organizing, recording, and analyzing the collected data. Researchers organized, recorded, frequency, analyzed differences, weighted statistics and correlations analysis in the collected data. The use of descriptive statistics in the study could help researchers clarify the research question, research object, and the relationship between various variables in the study, explored the patterns between variables.

To explore the pedagogical self efficacy of five kindergarten teachers in China in acquiring curriculum leadership, this study used a quantitative research method, which collected the pedagogical self efficacy of kindergarten teachers in curriculum leadership through a questionnaire survey. This study identified "kindergarten teacher curriculum leadership" as the independent variable, mainly including the assessment of five parts of curriculum leadership by kindergarten teachers: mission vision, teacher expertise, learner needs, learners, and global trends. In addition, teacher sex, teacher age, teacher service years, and kindergarten teacher education qualifications are the sub variables of the independent variable. This study identified "pedagogical self efficacy" as the dependent variable, mainly including the assessment of classroom management, subject matters, cultural sensitivity, and cultural responsiveness. Further clarified the correlation between independent and dependent variables in the research, and explored the differences between variables; Next, t-test was used to determine the significance of the differences between the two groups on each variable; Finally, regression analysis was used to predict the impact of kindergarten teacher curriculum leadership on pedagogical self efficacy.

Therefore, this study used a quantitative research design to determine the variables of the study, and conducted statistical analysis and comparative prediction on the relevant variables, explored the correlation between the independent and dependent variables, tested the significant difference in the pedagogical self efficacy of kindergarten teachers in obtaining curriculum leadership through profile information of kindergarten teachers, predicted the trend of the influence of curriculum leadership of kindergarten teachers on pedagogical self efficacy, etc. Explored strategies to enhance the pedagogical self efficacy of kindergarten teachers, and ultimately proposed effective suggestions to enhance their curriculum leadership.

3. The Research Locale

The five kindergartens selected for the study were located in a city in the southeast of Guangdong Province, China, which has a superior geographical environment and rapid economic and educational development. The education quality development of these 5 kindergartens has been relatively high-quality since their establishment. These 5 kindergartens attach great importance to the professional development of teachers, adhered to the forefront and trends of kindergarten education development, focused on children as the center, valued the development needs of children, and valued the development of curriculum leadership among

kindergarten teachers. It was precisely because of this that the professional development of teachers in these 5 kindergartens was relatively fast. Teachers were familiar with the forefront and development trends of kindergarten education, and their educational qualifications include junior college degree, undergraduate degree, and a few graduate degrees, with professional qualifications and professional recognition.

Based on this background, the study selected 309 teachers (with a sample size of 95% confidence level, kindergarten teachers population size 1576, margin of error 5%) from 5 kindergartens as the respondents, which could provide more authentic and scientific data for this study, ensured a more comprehensive and authentic understanding of the curriculum leadership and pedagogical self efficacy of kindergarten teachers in this study.

4. Respondents of the Study

As of the end of 2023, among the 5 kindergartens selected for this study, there were nearly 1576 full-time teachers in kindergartens, and the educational qualifications of kindergarten teachers covered junior college education, undergraduate education and graduate education. This study would randomly selected 309 kindergarten teachers (with a sample size of 95% confidence level, kindergarten teachers population size 1576, margin of error 5%) , to conduct a survey on the leadership of kindergarten curriculum and the pedagogical self efficacy. The purpose of this was to comprehensively understand the basic situation of kindergarten teachers, ensured that teachers with different information backgrounds could participate in this study, and enhanced the credibility of the research.

The following was a basic introduction to 5 kindergartens, as shown in Table 1:

The respondents were selected through purposeful sampling, and the kindergarten teachers selected for the study were all full-time workers who had obtained kindergarten teacher qualifications and recognition from the Ministry of Education. These teachers had experience organizing kindergarten curriculum activities and were willing to participate in this study voluntarily.

The researcher used the following instruments to gather the data:

Questionnaire method. This study mainly adopted the method of questionnaire survey. The questionnaire used in this study was based on the questionnaire prepared by Zhu Chunling- "Case Study on the Current Situation of Curriculum Leadership of Kindergarten Teachers". On the basis of this research questionnaire, the modified questionnaire for this study was "Survey on Curriculum Leadership and Pedagogical Self Efficacy of Kindergarten Teachers". Through the questionnaire survey, the situation of curriculum leadership of kindergarten teachers was obtained, and to obtain an overview of pedagogical self efficacy of kindergarten teachers, through organizing and analyzing survey questionnaires, attempted to discover the relationship between curriculum leadership and pedagogical self efficacy of kindergarten teachers, and conducted comparative analysis, explored and predicted the impact of curriculum leadership of kindergarten teachers on pedagogical self efficacy, and proposed targeted strategies and development mechanisms for developing curriculum leadership and enhanced pedagogical self efficacy of kindergarten teachers.

Table 1. Basic information introduction of 5 kindergartens and teachers selected for this study

Kindergarten Name	Kindergarten attributes	Introduction to Basic Information of Kindergarten and Teachers	Number of sample
Huizhou Municipal Government Kindergarten	Public Kindergarten	Established in 1963, it was rated as a first-class kindergarten in Guangdong Province in 1996, with a total of 16 teaching classes. The number of teachers exceeds 320, with educational backgrounds including associate degree, undergraduate degree, and graduate degree.	62
Huizhou Municipal Government Second Kindergarten	Public Kindergarten	Established in 1993, it was designated as a municipal level kindergarten with a total of 12 teaching classes. The number of teachers are 310, and the educational backgrounds of teachers include associate degree, undergraduate degree, and graduate student.	62
Shanshui Huafu Kindergarten	Inclusive Kindergarten	Established in 1981, it was rated as a first-class kindergarten in Guangdong Province, with a total of 12 teaching classes. There are 318 teachers, with educational backgrounds ranging from associate degree to undergraduate degree.	62
Huizhou University Affiliated Kindergarten	Public Kindergarten	Established in 2002, it is a municipal public kindergarten with a total of 6 teaching classes and over 325 teachers. The teachers have a diploma, undergraduate degree or above.	62
Qimingxing Experimental Kindergarten	Inclusive Kindergarten	Established in 2008, it was rated as a demonstration kindergarten in Huizhou City, with over 15 teaching classes. The number of teachers are 303, and the educational backgrounds of teachers include associate degree, undergraduate degree, graduate degree, etc.	61
TOTAL			309

The survey targeted a total of 309 kindergarten teachers (with a sample size of 95% confidence level, population size 1576, margin of error 5%). It was expected to distribute 309 questionnaires. Before the survey questionnaire was officially distributed, the study randomly selected 30 kindergarten teachers from the surveyed kindergartens to test the questionnaire. In order to accurately measure the reliability of the survey questionnaire in this study, two methods were selected: internal consistency reliability test and split half reliability test to analyze the reliability of each dimension of the questionnaire. In general, the higher the reliability coefficient, the more consistent the results of the questionnaire and the greater the credibility of the measurement.

5. Research Instrument (Validations)

The researcher used the following instruments to gather the data:

The study mainly adopted the method of questionnaire survey. The questionnaire used in this study is based on the questionnaire prepared by Zhu Chunling- "Case Study on the Current Situation of Curriculum Leadership of Kindergarten Teachers". On the basis of this research questionnaire, the modified questionnaire for this study was "Survey on Curriculum Leadership and Pedagogical Self Efficacy of Kindergarten Teachers". This questionnaire was the main tool for conducting research on curriculum leadership and pedagogical self efficacy among kindergarten teachers. Based on the theoretical foundation of curriculum leadership and pedagogical self efficacy related to research, the questionnaire model for kindergarten teacher curriculum leadership and pedagogical self efficacy was determined as follows: The components of kindergarten teacher curriculum leadership included: mission vision, teachers expertise, learner needs, learners, global trends. Aiming to obtain an overview of curriculum leadership among kindergarten

teachers in various activities through investigation. The teachers pedagogy included four parts: classroom management, subject matter, cultural sensitivity, and cultural responsiveness. Through analyzing data, it was found that kindergarten teachers have an overview of curriculum leadership and pedagogical self efficacy. The correlation between pedagogical self efficacy and kindergarten teacher curriculum leadership was compared and analyzed, and the impact of predicting kindergarten teacher curriculum leadership on pedagogical self efficacy was explored. Finally, targeted strategies and suggestions were proposed to develop the curriculum leadership of kindergarten teachers, promoting their professional development.

Validation of instrument :

Table 2. Mean Reliability Analysis of a Five-Point Likert Scale Instrument on the Assessments of Kindergarten Teachers' Curriculum Leadership

Variable	No. of Items	Cronbach's Alpha	Interpretation
Vision/Mission	8	.937	Excellent
Teachers' Expertise	8	.938	Excellent
Learners' Need	8	.943	Excellent
Learners/Students	8	.940	Excellent
Global Trends	8	.928	Excellent
Mean Reliability		.937	Excellent

The above data were analyzed using the rule of thumb given by George and Mallery (2003) indicating the following criteria such as: ≥ 0.9 – Excellent; ≥ 0.8 – Good; ≥ 0.7 – Acceptable, ≥ 0.6 – Questionable; ≥ 0.5 – Poor and ≤ 0.5 – Unacceptable. The mean reliability analysis showed that the instrument was excellently developed by the researcher through the assistance of her validators in order to measure

what it intends to measure.

Table 3. Mean Reliability Analysis of a Four–Point Likert Scale Instrument on the Assessments of Kindergarten Teachers’ Pedagogical Self Efficacy

Variable	No . of Items	Cronbach’ s Alpha	Interpretatio n
Classroom Management	7	.949	Excellent
Subject Matter	7	.942	Excellent
Cultural Sensitivity	7	.954	Excellent
Cultural Responsiveness	7	.937	Excellent
Mean Reliability		.946	Excellent

The above data were analyzed using the rule of thumb given by George and Mallery (2003) indicating the following criteria such as: ≥ 0.9 – Excellent; ≥ 0.8 – Good; ≥ 0.7 – Acceptable, ≥ 0.6 – Questionable; ≥ 0.5 – Poor and ≤ 0.5 – Unacceptable. The mean reliability analysis showed that the instrument was excellently developed by the researcher through the assistance of her validators in order to measure

what it intends to measure.

The survey questionnaire after its validation using Cronbach Alpha was ready to collect data .The questionnaire was mainly divided into three parts. The first part was a survey of personal basic information of kindergarten teachers, which included four aspects:sex, age, year of service as kindergarten teacher, and teacher’s educational qualifications. The second part was a survey on the curriculum leadership of kindergarten teachers, with a total of 40 questions. The Likert scale scoring method was used, with 4 points for strongly agreeing, 3 points for agreeing, 2 points for disagreeing, and 1 point for strongly disagreeing. All questions were positive, the higher the score, the higher the level of curriculum leadership of kindergarten teachers, and vice versa. The third part was a survey on the assessment practice of pedagogical self efficacy among kindergarten teachers, with a total of 28 questions. The Likert scale scoring method was used, with 4 points for strongly agreeing, 3 points for agreeing, 2 points for disagreeing, and 1 point for strongly disagreeing. All items were positive, the higher the score, the higher the kindergarten teachers’ pedagogical self efficacy, and vice versa.

6. Results and Analysis

1.Profiles of Kindergarten Teacher-Respondents Presented in Table 4 is the frequency and percentage of the respondents’ profile

Table 4. Profiles of the Kindergarten Teacher-Respondents

Variable	Indicator	Frequency	Percentage
Sex	Male	15	4.0
	Female	399	96.0
Total		414	100.0
Age	20-25 years old	184	44.0
	26-30 years old	156	38.0
	31-35 years old	35	8.0
	36-40 years old	20	5.0
	41 years old and above	19	5.0
Total		414	100.0
Years of Service	1-5 years	305	74.0
	6-10years	69	17.0
	11-15years	20	5.0
	16-20years	5	1.0
	21 years and above	15	4.0
Total		414	100.0
Educational Qualifications	Junior College Education	122	29.0
	Undergraduate Education	290	70.0
	Graduate Education	2	0.0
Total		414	100.0

In terms of the profile of kindergarten teacher-respondents, the majority of them were female. Many of them were in the age bracket 20-25 years old followed by 26-30 years old. Their years of service showed that the majority of them were connected to their respective school from 1 to 5 years while their educational qualifications disclosed that they obtained undergraduate education.

According to Table 4, based on the requirements of China's basic education curriculum reform, teachers were an important influencing factor in the development of kindergarten curriculum (Su Wei.2019).As the professional

kindergarten teachers, including their age, work experience, and education qualifications, were all necessary for developing curriculum leadership. Wang Shiyao(2018) also proposed that when preschool teachers have curriculum leadership, they could effectively change their existence as only curriculum executors and participants, endowing them with greater enthusiasm and creativity in curriculum construction .

2.Assessments of Kindergarten Teachers’ Curriculum Leadership

Table 5. Assessment of Kindergarten Teachers' Curriculum Leadership in terms of Vision/Mission

Indicators	Mean	SD	Descriptor	Interpretation	Rank
I have a clear understanding of the mission and educational vision of the kindergarten.	3.41	0.53	Agree	Manifested	2
As a kindergarten teacher, my teaching philosophy is consistent with the mission and vision of the kindergarten.	3.37	0.58	Agree	Manifested	4.5
I believe that the mission and vision of my kindergarten contribute to the overall growth and development of children.	3.46	0.54	Agree	Manifested	1
I feel capable of contributing to the realization of the kindergarten's mission and vision.	3.36	0.54	Agree	Manifested	6
My government's education department supports and encourages me to devote myself to the mission and vision of kindergarten.	3.37	0.54	Agree	Manifested	4.5
I regularly reflect on my curriculum teaching practices, and regularly communicate my mission and vision to children and parents to ensure that the kindergarten's mission and vision are realized.	3.32	0.55	Agree	Manifested	8
I will actively discuss and exchange ideas with the teachers, and contribute to the mission and vision of the kindergarten together.	3.35	0.56	Agree	Manifested	7
I believe that the mission and vision of kindergartens should be continuously updated to adapt to global educational trends.	3.43	0.54	Agree	Manifested	3
Composite	3.38	0.55	Agree	Manifested	

Scale: 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/ Manifested; 2.50-1.51=Disagree/Less manifested; 1.50-1.00=Strongly Disagree/ Not Manifested

Rank: Assign ranks based on the average value in descending order. For example, rank 4.5 is because the average value rank 4th and 5th. Therefore, simply add the total of 4 and 5 and divide by 2 to obtain the numerical rank of 4.5.

In terms of vision/mission, the assessment of kindergarten teachers' curriculum leadership revealed a composite mean score of 3.38 with a 0.55 corresponding standard deviation. This implied that the respondents agreed with their assessments about the vision/mission of kindergarten education which are "Manifested".

Of all the indicators, the highest mean score was evident by believing that the mission and vision of kindergarten can contribute to the overall growth and development of children. This indicated that empowering teachers and actively constructing a school learning community culture (mission

and vision) was the fundamental guarantee for teachers to truly practice curriculum leadership and exerted the effectiveness of curriculum leadership (Zhou Xiaojing,2018).

While the lowest mean score was apparent by regularly reflecting on the curriculum teaching practices, and regularly communicate their mission and vision to children and parents in ensuring that the kindergarten's mission and vision are realized. It should be noted that some researchers have mentioned that in the perspective of curriculum, it is necessary to put people first, exert professional guidance and strong support on the basis of respect, stimulate and maintain the willingness of teachers to improve curriculum leadership, and develop relevant systems to help teachers improve curriculum leadership (Teaching and Research Office of Shanghai Education Commission. 2019).

Table 6. Overall Assessment of Kindergarten Teachers' Curriculum Leadership

Variables	Composite				Rank
	Mean	SD	Descriptor	Interpretation	
Vision/Mission	3.38	0.55	Agree	Manifested	1
Teachers' Expertise	3.20	0.54	Agree	Manifested	5
Learners' Need	3.28	0.54	Agree	Manifested	3
Learners/Students	3.31	0.53	Agree	Manifested	2
Global Trends	3.25	0.54	Agree	Manifested	4
Overall	3.28	0.54	Agree	Manifested	--

Scale:4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51=Disagree/Lemanifested; 1.50-1.00=Strongly Disagree/ Not Manifested

Overall, the assessment of kindergarten teachers' curriculum leadership yielded a grand mean score of 3.28 with a 0.54 corresponding standard deviation. The ranking showed that vision/mission yielded the highest composite mean score followed by learners/students and learners' need. Next is the global trend. On the other hand, the lowest composite mean score was evident by the teachers' expertise.

In the research of Chang Yawen in 2023, it was demonstrated that values (basic concepts, vision) were the

endogenous driving force that influenced teacher curriculum leadership, which helped teachers make correct value judgments and choices and effectively carry out curriculum practice. James Kuze and Barry Posner in 2013 also pointed out that leadership was the ability of leaders to motivate others to voluntarily achieve excellence in an organization. Everyone could have leadership.Zhong Zhixin(2023)also mentioned that "ultimately, leadership was a kind of vision ability. The characteristic of a leader was the ability to

condense collective wisdom to build a common vision, and vision was the core of leadership". The viewpoints of the two scholars were similar to the comprehensive evaluation results of teacher curriculum leadership.

Through ranking, the highest composite mean score was apparent by Vision/Mission based on the mean value of 3.38 at a corresponding of .55 sd. which is interpreted "Manifested" while the lowest mean score was apparent by the Teachers' Expertise in terms of mean value of 3.20 at .54 sd. The result is indicative of the importance of Teachers' Expertise, even though it was rank the lowest, still within the level of acceptability. In a survey report by Li Qiong (2022) on the leadership of kindergarten based curriculum teachers, it was also revealed that the difficulties encountered by teachers in the curriculum can affect the development of their leadership, with "insufficient professional theoretical knowledge and practical ability of teachers" accounting for

38%. Therefore, it was proposed that teachers in their growth stage have certain professional abilities and self-awareness, and could flexibly integrate relevant resources and adjusted support strategies according to the development and needs of young children. The research results of Li Cuiwen (2023) also mentioned that the professional growth of teachers has a significant positive impact on the curriculum leadership of kindergarten teachers.

This also indicated that teachers' expertise was important for improving their curriculum leadership. Valuing the professional development of kindergarten teachers and improving their curriculum leadership was not only an important purpose of this study, but also provides inspiration for other future research.

3. Differences in the Assessments of Kindergarten Teachers' Curriculum Leadership by Profiles

Table 7. Differences in the Assessments of Kindergarten Teachers' Curriculum Leadership by Sex

Variable	Mean		t-value	sig	Decision Ho	Interpretation
	Male	Female				
Vision/Mission	3.06	3.40	-3.421	.004	Reject	Significant
Teachers' Expertise	2.97	3.21	-2.064	.040	Reject	Significant
Learners' Need	2.96	3.30	-2.815	.005	Reject	Significant
Learners/Students	3.09	3.32	-1.970	.050	Reject	Significant
Global Trends	2.97	3.26	-5.099	.000	Reject	Significant
Overall	3.01	3.30	-3.074	.020	Reject	Significant

*Significant at .05

Table 7 showed the calculated comparison of the respondents' assessment when grouped according to sex. Using a T-Test of Independent Samples, the differences in the assessments of kindergarten teachers' curriculum by sex obtained significant findings in terms of vision/mission, teachers' expertise, learners' need, learners/students and global trends. The null hypothesis was rejected at a 5% level of significance.

This implied that male and female respondents had different assessments about their curriculum leadership. A perusal of the table would reveal that more female kindergarten teachers manifest higher curriculum leadership assessment than their counterpart. The evaluation results in

Table 7, as mentioned by Zhao Wenxin (2021), were constructing a new teacher student relationship, where students were no longer bystanders, but active constructors; Teachers were no longer external interpreters, but internal interpreters within the context, thus forming a new type of reflective relationship.

Perhaps, more female teachers tended to become more attuned with the nature of the job. Female teachers are more caring and cuddly of their young ward. That is why this partiality can be mirrored in the Learners or students variable assessment, that is higher among other variables.

4. Assessments of Kindergarten Teachers' Pedagogical Self-Efficacy

Table 8. Assessment of Kindergarten Teachers' Pedagogical Self-Efficacy in terms of Classroom Management

Indicators	Mean	SD	Descriptor	Interpretation	Rank
I believe I have the ability to maintain a safe and orderly classroom activity environment.	3.30	0.52	Agree	Manifested	2
I am confident in effectively managing children's behavior and classroom discipline.	3.27	0.55	Agree	Manifested	4.5
I have the ability to develop and implement effective classroom activity rules and teaching practices.	3.29	0.52	Agree	Manifested	3
I am able to handle challenging classroom situations and conflicts effectively.	3.22	0.57	Agree	Manifested	7
My classroom management skills help create a positive learning and gaming environment for children.	3.27	0.49	Agree	Manifested	4.5
I can effectively integrate children's interests and needs, and constantly innovate my classroom management model.	3.26	0.55	Agree	Manifested	6
I will actively discuss class management models with other teachers and continuously update classroom management concepts.	3.31	0.50	Agree	Manifested	1
Composite	3.27	0.53	Agree	Manifested	

Scale 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/ Manifested; 2.50-1.51=Disagree/Less manifested; 1.50-1.00=Strongly Disagree/ Not Manifested

Rank: Assign ranks based on the average value in descending order. For example, rank 4.5 is because the average value rank 4th and 5th. Therefore, simply add the total of 4 and 5 and divide by 2 to obtain the numerical rank of 4.5.

In terms of classroom management, the assessment of kindergarten teachers' pedagogical self-efficacy yielded a composite mean score of 3.27 with a 0.53 corresponding standard deviation. This implied that the respondents "Manifested" in their assessment an activity that continuously result in a balance classroom management that are conducive to kinder classes, who attention span is very short. Of all the indicators, the highest mean score was evident by actively discussing class management models with other teachers and continuously updating classroom management concepts. While the lowest mean score was evident by handling challenging classroom situations and

conflicts effectively.

The assessment results in Table 8 were consistent with the conclusions of existing studies. Le Xingyu (2023) in his study mentioned that there was a significant positive correlation between self-efficacy of kindergarten teachers and classroom management ability. It could be seen that self-efficacy could affect the classroom management behavior of teachers. Kindergarten teachers created and maintained a harmonious and orderly classroom teaching environment, actively organized teaching activities, and ensured good interaction between teachers and children to stimulate children's ability to participate (Shen Danyi, 2023).

As Shen Danyi (2023) mentioned in their research, active and good pedagogical self efficacy can allow kindergarten teachers to more actively recognize the value of educating children in the implementation of curriculum activities.

Table 9. Assessment of Kindergarten Teachers' Pedagogical Self-Efficacy in terms of Subject Matter

Indicators	Mean	SD	Descriptor	Interpretation	Rank
I am confident in my understanding of the courses and topics I teach.	3.20	0.55	Agree	Manifested	7
I understand teaching methods and strategies that are suitable for the age of preschool children.	3.26	0.53	Agree	Manifested	4
I regularly update my field knowledge and skills by participating in career development training.	3.26	0.52	Agree	Manifested	4
I have the ability to conduct professional evaluations of children's learning situations and adjust my teaching accordingly.	3.26	0.51	Agree	Manifested	4
My thematic expertise will help me become a professional kindergarten teacher.	3.31	0.48	Agree	Manifested	1
I will regularly promote course subject matter knowledge with parents and the community to promote joint education between kindergarten, family, and community.	3.21	0.56	Agree	Manifested	6
I will actively discuss course subject matter knowledge with other teachers and continuously update educational concepts.	3.28	0.49	Agree	Manifested	2
Composite	3.26	0.52	Agree	Manifested	

Scale 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/ Manifested; 2.50-1.51=Disagree/Less manifested; 1.50-1.00=Strongly Disagree/ Not Manifested

In terms of subject matter, Table 9 presents the assessment of kindergarten teachers' pedagogical self-efficacy that yielded a composite mean score of 3.26 with a 0.52 corresponding standard deviation. This implied that the respondents have manifested great knowledge in the teaching of subject matter signifying greater knowledge while employing appropriate pedagogical skills. The highest mean score of 3.31 with corresponding standard deviation is noted in the thematic expertise that will help the respondents become a professional kindergarten teacher. Yang Weiwen's research conclusion also supported this statement, stating that there is a significant positive correlation between classroom management and kindergarten teacher self-efficacy, and that teaching plans and events have a predictive power of 46% on teacher classroom management ability. This may be because individuals with high self-efficacy tend to adopt positive behaviors to solve problems (Yang Weiwen, 2021).

Contrariwise, the lowest mean score of 3.20 sd .55 was evident by being confident in the understanding of respondents on the courses and topics they teach which was closely followed by regularly promoting course subject matter knowledge with parents and the community to enhance joint education between kindergarten, family, and community. This precisely indicated that cooperation and connection with parents and the community were important for improving the self-efficacy of teachers. Yan Shuyao (2023) mentioned in their research that the self-efficacy of kindergarten teachers was significantly positively correlated with family cooperation and community cooperation. Overall, the development of self-efficacy among kindergarten teachers should focus on positive interaction and connection with their families and communities, in order to enhance their self-efficacy in the classroom.

Table 10. Overall Assessment of Teachers' Pedagogical Self-Efficacy

Variables	Composite				Ranking
	Mean	SD	Descriptor	Interpretation	
Classroom Management	3.27	0.53	Agree	Manifested	3
Subject Matter	3.26	0.52	Agree	Manifested	4
Cultural Sensitivity	3.33	0.51	Agree	Manifested	1
Cultural Responsiveness	3.30	0.53	Agree	Manifested	2
Overall	3.29	0.52	Agree	Manifested	--

Scale 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/ Manifested; 2.50-1.51=Disagree/Less manifested; 1.50-1.00=Strongly Disagree/ Not Manifested

Overall, the assessments of teachers' pedagogical efficacy showed a grand mean score of 3.29 with a 0.52 corresponding standard deviation. With low standard deviation score, it meant that the teachers assessment goes well with a unified assessment. As stated by Yu Wensen(2019), the professional value of preschool teachers has the characteristics of delay and far-reaching Based on this, the main purpose of this study was to study the curriculum leadership and pedagogical self efficacy of kindergarten teachers, explored the impact of curriculum leadership on pedagogical self efficacy, analyzed and predicted the relationship between curriculum leadership and pedagogical self efficacy, and ultimately proposed constructive strategies to improve curriculum leadership and pedagogical self efficacy of kindergarten teachers.

Through ranking, the highest composite mean score was apparent by cultural sensitivity based on the mean value of 3.33 at a corresponding of.51 sd. which was interpreted "Manifested" while the lowest mean score was apparent by

the subject matter in terms of mean value of 3.26 at .52 sd. The result was indicative of the importance of knowledge of subject matter, even though it was rank the lowest, still within the level of acceptability. Bandura proposed the concept of self efficacy. When the individual judges that after a certain action, there would be good results, and the main motivation of action can not be achieved. When you have the ability to do such a behavior, you would have real actions. This was the decisive role of self efficacy (Fu JianZhong,2018).

As mentioned in Ma Shiyuan's research(2018), self-efficacy has a significant impact on the teaching and professional development of teachers at all levels and types. Due to the particularity of preschool education, the self-efficacy of kindergarten teachers deserved attention.

5. Correlations between the Assessments of Kindergarten Teachers' Curriculum Leadership and the Assessments of Teachers' Pedagogical Self-Efficacy

Table 11. Correlations between the the Assessments of Kindergarten Teachers' Curriculum Leadership and the Assessments of Teachers' Pedagogical Self-Efficacy

Kindergarten Teachers' Curriculum Leadership	Statistical Treatment	Teachers' Pedagogical Self-Efficacy			
		Classroom Management	Subject Matter	Cultural Sensitivity	Cultural Responsiveness
Vision/Mission	Pearson r	.690**	.693**	.681**	.701**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Teachers' Expertise	Pearson r	.729**	.766**	.691**	.723**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Learners' Need	Pearson r	.756**	.753**	.719**	.732**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Learners/Students	Pearson r	.808**	.825**	.778**	.790**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Global Trends	Pearson r	.794**	.819**	.782**	.826**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant

**Correlation is significant at the 0.01 level (2-tailed).

Using a Product Moment Correlation Coefficient or Pearson r, the relationships between the kindergarten teachers' curriculum leadership and the teachers' pedagogical self-efficacy yielded significant results between and among its respective variables. The correlation was significant at a .01 level. It seemed that degrees of correlations were moderate to

high in the specific pairs of variables. This implied that one variable greatly influences the other one. The finding was supported by Liu YiLin(2018) when he said that that there was a need to pay attention to the relationship between the pedagogical self efficacy and curriculum leadership of kindergarten teachers. It could be said that self efficacy was

the inherent driving of kindergarten teachers 'curriculum leadership, and curriculum leadership was the external expression of kindergarten pedagogical' self efficacy.

The overall result have indicated significant findings , where relationship ranged from strong $r = .690$ to very strong and positive correlation at $r = .826$. Sun Donghan in 2019 pointed out that understanding of knowledge was consistent with the cognitive understanding of kindergarten teacher curriculum leadership in this study, which emphasizes the importance of focusing on how kindergarten teachers acquire dynamic and open knowledge systems in curriculum leadership, rather than blindly using traditional and mechanical knowledge systems to educate children. Huang Yani in 2018 also mentioned in her research that self-efficacy, as an intrinsic motivation and self belief for teachers to engage in educational work, has a direct impact on the improvement of their curriculum leadership and professional development.

This study aimed to explore the relationship between curriculum leadership and pedagogical self efficacy of kindergarten teachers, and proposed strategies to improve curriculum leadership of kindergarten teachers. The curriculum leadership of kindergarten teachers was the core of their leadership (Ma Niluo, 2022). From this, it could be seen that there was a strong correlation between kindergarten teachers' curriculum leadership and pedagogical self efficacy, that was, curriculum leadership could drive pedagogical self efficacy, and pedagogical self efficacy could also help promote the development of teacher curriculum leadership.

And paying attention to kindergarten teachers' pedagogical self efficacy could not only promote the development of kindergarten teachers' curriculum leadership, but also drive the professional growth of kindergarten teachers themselves (Chen Xiulan, 2022; & Zhang Yaning, 2023).

7. Discussion

This part of the paper shows the discussion of the findings, conclusions and recommendations. The contribution of this study took shape from the findings that yielded significant results for future endeavor after replicating the findings of the study.

Summary of Findings

1. Profile of the kindergarten teachers

In terms of the profile of kindergarten teacher-respondents, the majority of them are female. Many of them were in the age bracket of 20-25 years old followed by those in 26-30 years old age bracket. Their years of service showed that the majority were connected to their respective school from 1 to 5 years. Basically, kindergarten teachers have minimum educational requirement after attaining their undergraduate education.

2. The Assessment of the Respondents on their Curriculum Leadership Components in Kindergarten

There curriculum leadership assessment was manifested among the respondent teachers, and was homogeneously assessed by them. The ranking showed that vision/mission yielded the highest composite mean score followed by learners/students and learners' need. On the other hand, the lowest composite mean score was evident by the teachers' expertise. This meant that foremost in the assessment was how each of the teacher could navigate the kindergartens' curriculum without the guiding light of the vision and mission goals of the kindergarten. The uniqueness of the kindergarten was in the vision/mission guiding concept that sets the

difference from among other schools.

3. Difference in assessment of the respondent on characteristics components of curriculum leadership in kindergarten when the profile is taken as that factor

The respondents' assessment of curriculum leadership differ significantly with their personal profile such as with sex, age, years of service and educational qualifications.

In terms of sex. There was significant difference in the assessment in terms of sex. Further indicate that female kindergarten teachers showed more curriculum leadership than male kindergarten teachers.

In terms of age. There was significant difference in the assessment of curriculum leadership in terms of age. Moreover, kindergarten teachers who are middle age years more manifested curriculum leadership than those who were younger.

In terms of years of service. There was significant difference in the assessment of teachers respondents in terms of years of service. Through Post hoc analysis, those who have rendered 6-11 & 11-20 years of service seemed to manifested curriculum leadership than those who were new in service.

In terms of educational qualification. There was a trend among Bachelor degree holder/ undergraduate courses to likely to demonstrate leadership among those who have than those who have had post graduate courses or junior college attainment.

4. Assessments of Kindergarten Teachers' Pedagogical Self Efficacy

The kindergarten teachers have manifested higher pedagogical self efficacy as a as teacher for young children.

In terms of pedagogical efficacy, there were four components that comprise the variable, namely classroom management, subject matter, cultural sensitivity and cultural responsiveness. Of these components, the details showed that:

Assessment of Cultural sensitivity was manifested and it was ranks first.

Assessment of cultural responsiveness was also manifested and ranked second.

Third rank was classroom management and it was also manifested pedagogical efficacy.

The assessment of subject matter was manifested and obtained the 4th rank.

5. Correlations between the Assessments of Kindergarten Teachers' Curriculum Leadership and the Assessments of Teachers' Pedagogical Self Efficacy

Using a Product Moment Correlation Coefficient or Pearson r , the relationships between the kindergarten teachers' curriculum leadership and the teachers' pedagogical self efficacy yielded significant results between and among its respective variables. The correlation was significant at a .01 level. It seemed that degrees of correlations were moderate to high in the specific pairs of variables. This implied that kindergarten curriculum leadership determines ones pedagogical self efficacy.

8. Conclusions

Based on the findings of the study, the following conclusion was hereby drawn:

1. The profile of the respondents namely: sex, age, years of service, and educational qualification, identified in this study has provided a good background for assessment of curriculum leadership and pedagogical self efficacy.

2. It could be inferred that all dimensions of curriculum

leadership were found manifested by the kindergarten teachers.

3.The kindergarten teachers' profile have manifested significant differences in their assessment of curriculum leadership. These was indication that significant variance in profile could be relevant foundation of comparative assessment among teachers in achieving their goals to foster improvement in instruction.

4.The pedagogical self efficacy in terms of various dimensions was evident with kindergarten teachers. It ensured collaborative behavior and academic skills that were inherent in each kindergarten teachers. Therefore, it could be concluded that kindergarten teachers' success in instructional leadership could create a cultural sensitivity and responsiveness that is conducive to learning.

5.The curriculum leadership and pedagogical self-efficacy of kindergarten teachers were important indicators for stimulating their creativity and enthusiasm. Cultural sensitivity and cultural responsiveness could make kindergarten teachers more confident and optimistic in the classroom, attach importance to classroom management and subject matter, and promoted teacher enthusiasm and confidence. Positive and effective classroom interaction requires kindergarten teachers to have good curriculum leadership skills.

9. Recommendation

Based on the findings and conclusions derived from the study, the following recommendations are hereby offered:

1. Establish a developmental evaluation mechanism for the curriculum. The positive pedagogical self efficacy of teachers cannot be separated from the establishment of a curriculum evaluation system. Therefore, only when an individual's teaching behavior receives positive, healthy, timely and objective evaluation, can the pedagogical self-efficacy of teachers be improved, which can also promote the formation of their curriculum leadership. The developmental evaluation mechanism should fully absorb the participation of teachers in evaluation, highlight the democracy and equality of the evaluation process, and only by ensuring that teachers feel respected can their self-efficacy be improved, and their firm curriculum leadership and professional beliefs be established.

2.Actively join the course leadership community. In the process of curriculum development, teachers should actively build a community of curriculum leadership, actively discuss the methods and experiences of curriculum leadership with other teachers through workshops, seminars, training sessions, and a "buddy system". By consulting experienced teachers, sharing, cooperating, and evaluating with each other, they can discover problems in their individual curriculum leadership practices or discover lessons learned from others' practices, thereby continuously improving their own curriculum leadership. In this guidance and cooperation process, they can also establish a positive sense of self recognition and confidence.

3.Optimize the supply of curriculum leadership resources and emotional care for teachers,to support teachers in getting ahead with their he school leaders could foster a culture of continuous development by promoting growth in global trends and enriching subject matter knowledge, to reflect on the their efficacy to seek out new teaching strategies and approaches.

4. Teachers are both knowledge transmitters and active guides in the classroom. Schools should transform their

traditional teacher functions, expand their curriculum rights, eliminate unfavorable factors that affect their curriculum leadership and pedagogical self-efficacy in class teaching, improve their professional quality, and maintain the innovation of education and the satisfaction of self realization.

5.Finally,Kindergartens or educational institutions should accept the creation of curriculum plans by positive teachers, accept the multicultural induction of kindergarten teachers towards the curriculum, and encourage teachers to achieve professional development in curriculum leadership.

References

- [1] Bai Yabo.(2023).The integration and implementation of kindergarten curriculum from the perspective of curriculum leadership. *Journal of YanBian University*.
- [2] Cao Xiaohui.(2023).Research on Curriculum Execution Ability of Primary School Mathematics Teachers from the Perspective of New Curriculum Standards - Taking 9 Primary Schools in Y City Ningxia as an Example. *Journal of Ningxia University*.
- [3] Cai Binbin. (2020).A Case Study on Curriculum Leadership of Expert Preschool Teachers . *Journal of Nanjing Normal University*.
- [4] Chang Yawen.(2022).A Case Study of Kindergarten Teachers' Curriculum Leadership from the Perspective of Organizational Behavior.*Journal of Yunnan normal university*.
- [5] Castner, D, J.(2020).Translating the Implementation Gap: Three Versions of Early Childhood Curriculum Leadership. *Journal of Early Childhood Education*, 48(4).
- [6] Cheng Xiulan,Zhang Hui.(2022).The Relationship between Kindergarten Teachers' Mindfulness in Teaching and Job Burnout: The Chain Mediating Effects of Emotional Intelligence and Self efficacy.*Journal of Studies in Preschool Education*.
- [7] Fang Xue,Xu Qianqian.(2023).Study on the Relationship between Kindergarten Teachers' Teaching Efficacy and Kindergarten Principals' Leadership in Care and Education.*Journal of Shaanxi Xueqian Normal University*.
- [8] Fu Jianzhong.(2018).*Educational Psychology*. Published by Tsinghua University Press in Beijing.
- [9] He Xiaoyu.(2023).A Study on Teacher Curriculum Leadership in Primary School After School Services.*Journal of Xinan University*.
- [10] Huang Yani.(2018).Self Efficacy: The Internal Driving Force for Improving Curriculum Leadership among Normal University Students. *Journal of Industry and Technology Forum* .
- [11] Liu Yilin.(2018).A Study on the Current Situation and Relationship between Curriculum Leadership and Self Efficacy of Vocational English Teachers. *Journal of Modern Vocational Education*.
- [12] Le Xingyu, Yan Shuyao, Zheng Shuang (2023). Research on the Relationship between Self Efficacy and Classroom Management Ability of Kindergarten Teachers. *Journal of Guilin Normal College*.
- [13] Li Cuiwen.(2023).Research on Curriculum Leadership of Preschool Teachers and Its Influencing Factors.*Journal of Guangdong Polytechnic Normal University* .
- [14] Liu Yuxi,(2023).A Case Study of Teachers' Curriculum Leadership in Project-based Learning.*Journal of Chengdu University*.

- [15] Li Qiong.(2022). A survey report on the leadership of kindergarten based curriculum teachers. *Journal of Teacher education*.
- [16] Le Xingyu, Yan Shuyao, Zheng Shuang (2023). Research on the Relationship between Self Efficacy and Classroom Management Ability of Kindergarten Teachers. *Journal of Guilin Normal College*.
- [17] Ma Niluo, Cao Nengxiu,(2022). Curriculum Leadership of Kindergarten Teachers: Connotation, Value, and Methods. *Journal of Honghe University*.
- [18] Ma Shiyuan.(2018). Research on the Relationship between Professional Development of Teachers in Shanghai Private Kindergartens and Kindergarten Atmosphere and Teacher Efficacy . *Journal of Shanghai Normal University*.
- [19] Sun Donghan.(2019). Reflection on the Impact of Postmodern Curriculum Outlook on the Development of Curriculum Theory in China: Taking William Dole Jr.'s "Postmodern Curriculum Outlook" as an Example .*Journal of Inner Mongolia Normal University*.
- [20] Teaching Research Office of Shanghai Education Commission. (2019).*The Growth of Curriculum Leadership in Kindergartens* . Published by Shanghai Science and Technology Education Press.
- [21] Wang Shiyao, Huang Jin.(2018) .On the Improvement Path of Curriculum Leadership for Preschool Teachers. *Journal of Yancheng Normal University*.
- [22] Wang Junxia.(2019). A Narrative Study on Curriculum Leadership of Primary School Chinese Teachers. *Journal of Xinan University*.
- [23] Xu Shihu.(2019).Facing the whole and paying attention to differences - effectively enhancing the "curriculum leadership" of kindergarten teachers.*Journal of Shanghai Education*.
- [24] Xia Wei, Luo Wenyan.(2024). Reflection on Kindergarten Teachers' Curriculum Leadership Patterns and Role Regression. *Journal of Educational Exploration*.
- [25] Yu Wensen, Wang Xi.(2019). *Education*. Published by Beijing Peking University Press.Technology Education Press.
- [26] Yang Weiwen, Li Chaoping.(2021). The Effect and Mechanism of Over qualification on Individual Performance: A Meta Analysis Based on Emotional Cognitive Processing System and Cultural Context. *Journal of Psychology*.
- [27] Yin Jiangqian, Liu Hua.(2019). Investigation and Study on the Implementation Status and Influencing Factors of Curriculum Leadership among Kindergarten Teachers: Taking 16 Kindergartens in Y District, Xi'an City, Shaanxi Province as an Example . *Journal of Shaanxi Preschool Normal University*.
- [28] Zhang Yang.(2023) A Study on the Relationship among Organizational Support, Self efficiency and Job Removal of Kindergarten Teachers.*Journal of Anshan Normal University*.
- [29] Zhu Chunling.(2021).A Case Study on the Current Situation of Curriculum Leadership of Kindergarten Teachers - Taking X Kindergarten in Shanghai as an Example, *Journal of Shanghai Normal University*.
- [30] Zhang Xinxin.(2021).The Dilemma and Challenge of Curriculum Leadership Development for Preschool Teachers in the Post pandemic Era . *Journal of Education Observation* .
- [31] Zhou Xiaojing, edited by Guo Ningsheng. (2018). *Teacher Leadership*. Published by Beijing Normal University Press.
- [32] Zhong Zixin.(2023).A narrative study of leadership development in the middle school teacher curriculum.*Journal of Sichuan Normal University*.
- [33] Zhao Wenxin.(2021).Doll's "4R" Postmodernist Curriculum View and Its Enlightenment on Contemporary Curriculum in China. *Journal of Science and Education Guide*