

## РОЗДІЛ 6. ДЕМОГРАФІЯ, ЕКОНОМІКА ПРАЦІ, СОЦІАЛЬНА ЕКОНОМІКА І ПОЛІТИКА

### SOCIALLY-ORIENTED CONCEPT OF PERSONNEL MANAGEMENT IN PRIVATE INSTITUTIONS IN THE CONDITIONS OF THE COVID-19 PANDEMIC

### СОЦІАЛЬНО ОРІЄНТОВАНА КОНЦЕПЦІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ ПРИВАТНИХ ЗАКЛАДІВ В УМОВАХ ПАНДЕМІЇ COVID-19

*The person-oriented concept is one of the most effective management concepts for the development of private kindergartens in the current pandemic situation. The implementation of person-oriented management could help private kindergartens achieve harmonious development. In this article, we argue that the advantage of person-oriented management concept is that it can mobilize the enthusiasm of all staff to participate, concern the mental health and family needs of the staff, and stimulate the construction of 'Healthy Kindergarten'. It is determined that for the implementation of person-oriented management, private institutions should focus on the following three aspects: namely, the quality of the director is a necessary condition for person-oriented management; the status of teaching managers should be highlighted in order to fully reflect their role as masters, as they always have a strong tendency towards independence; excellent culture of kindergartens is an important embodiment of person-oriented management. In the process of realizing the person-oriented management in private kindergartens, improving the ability of principal is the prerequisite, strengthening the participation of teachers is the key, and constructing excellent kindergarten culture is the important embodiment.*

**Key words:** pandemic, person-oriented, healthy kindergarten, management.

*В статті розглянуто концепція, орієнтовану на людину, як одну з найефективніших концепцій управління для функціонування навчальних закладів у сучасній пандемічній ситуації. Впровадження особистісно орієнтованого управління може допомогти приватним дошкільним закладам досягти гармонійного розвитку. У цій статті ми стверджуємо, що перевага концепції управління, орієнтованої на людину, полягає в тому, що вона може мобілізувати ентузіазм усього персоналу брати участь, стосуватися психічного здоров'я та сімейних потреб персоналу та стимулювати будівництво «Здорового закладу». Суть концепції управління, орієнтованої на людину, полягає у повному затвердженні суб'єктивної ролі людей в управлінні та ефективному стимулюванні ентузіазму, ініціативи та творчості людей шляхом вивчення потреб, мотивацій та поведінки людей з метою підвищення ефективності управління та максимізації реалізації організаційні цілі. Щоб виходити із зростання та розвитку дітей та вчителів, твердо покладається на маси персоналу, повністю викликати ентузіазм персоналу, формувати загальну ціннісну та ціннісну орієнтацію закладу, будувати, розвивати культуру закладу з орієнтуванням на людину принципом, а потім сприяти гармонійному розвитку дитячого садка. Керівництво, орієнтоване на людину, може не лише стосуватися фізичного захисту вчителів, але й звертати увагу на психологічну профілактику для зміцнення впевненості у боротьбі з епідемією. Визначено, що для реалізації особистісно орієнтованого управління, приватні заклади, повинні зосередитись на наступних трьох аспектах: а саме якість директора є необхідною умовою управління, орієнтованого на людину; слід виділити статус менеджерів-викладачів, щоб повною мірою відображати їх роль господарів, оскільки вони завжди мають сильну тенденцію до самостійності; відмінна культура дитячих садків є важливим втіленням особистісно орієнтованого управління. У процесі реалізації особистісно орієнтованого управління в приватних дошкільних закладах покращення здібностей директора є необхідною умовою, посилення участі вчителів є ключовим фактором, а побудова чудової культури в дошкільних закладах є важливим втіленням.*

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*современной пандемической ситуации. Внедрение личностно ориентированного управления может помочь частным дошкольным учреждениям достичь гармоничного развития. В этой статье мы утверждаем, что преимущество концепции управления, ориентированной на человека, заключается в том, что она может мобилизовать энтузиазм всего персонала участвовать, касаться психического здоровья и семейных нужд персонала и стимулировать строительство «Здорового детского сада». Определено, что для реализации личностно ориентированного управления, частные заведения, должны сосредоточиться на следующих трех аспектах: а именно качество директора является необходимым условием управления, ориентированного на человека; следует выделить статус менеджеров-преподавателей, чтобы в полной мере отражать их роль хозяев, поскольку они всегда имеют сильную тенденцию к самостоятельности; отличная культура детских садов является важным воплощением личностной ориентированного управления. В процессе реализации личностное ориентированного управления в частных садах улучшение способностей директора является необходимым условием, усиление участия учителей является ключевым фактором, а построение замечательной культуры в детских садах является важным воплощением.*

**Ключевые слова:** управления, эпидемия, ориентированность на человека.

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**Ключові слова:** управління, епідемія, орієнтованість на людину.

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**Formulation of the problem.** The COVID-19 pandemic has resulted in monumental impact to all walks of life throughout the world. The preschool education institutions in China are also confronting a severe crisis of survival and development. In particular, private kindergartens that need to be responsible for their own profits and losses have exposed problems such as financial difficulties, substantial layoffs or employee resignations [1]. There are 266,677 preschool education institutions in China, among which 165,779 are private kindergartens, accounting for 62.16% of the total [2]. Whether private kindergartens could successfully overcome the difficulties is not only related to the interests of the founders of kindergartens, but also connected with the realization of the goal of 80% coverage rate of inclusive kindergartens in China by 2020 and whether more children's enrollment needs could be met in the future [3]. To ensure that private kindergartens could still develop well under the pandemic situation, it is necessary to achieve this through the adjustment of management concepts, and the people-oriented management could be one of the most effective ways to manage private kindergartens in the current stage.

**Analysis of recent research and publications.** Since the outbreak of the pandemic, private kindergartens have encountered serious crisis and difficulties. The current research mainly focuses on the policy support for kindergartens and the curriculum construction devoted to the healthy development of children. There is a lack of targeted research on how kindergarten leaders adjust management concepts to achieve kindergartens' survival and development.

**Selection of previously unsolved parts of the overall problem.** The survival and development of kindergartens are the vital factors affecting the development of preschool undertakings. However, the traditional institutional management and top-down administrative management in the past are not optimal for the healthy and coordinated development of kindergartens under the background of the pandemic, so an effective management concept is sorely needed. Based on the perspective of internal management, this study attempts to explore the application of person-oriented concept in private kindergarten management in the context of the pandemic.

**The purpose of the article.** The purpose of the article is to justify that person-oriented concept is one of the most suitable management concepts for the development of private kindergartens at present. In the context of pandemic, the application of person-oriented management concept could help private kindergartens achieve good development.

**Presenting main material.** After the outbreak of the epidemic, the research and practice on how private kindergartens deal with the plight are mainly concentrated in two aspects. On the one hand, it

mainly focused on policy appeals and policy support for kindergartens. As early as February 28 this year, a survey of 280 private kindergartens showed that more than 60% of them were unable to maintain normal operations and 19% were seeking to transfer due to a shortage of funds [4]. Another research from Preschool Education Committee of the Chinese Association for Non-government Education pointed out that the epidemic brought great challenges to the operation and even survival of private kindergartens, especially the inclusive private kindergartens, and recommended that the government should provide rent subsidies, and encourage financial institutions to provide small loans to private kindergartens in the form of government discounts and low interest rates to alleviate the financial difficulties [5]. The General Office of Chinese Ministry of Education in April this year issued a notice on the support work for private kindergartens throughout the country during the epidemic, requiring all regions to regard relief of difficulties for private kindergartens as an urgent task at present and formulate phased support policies for them [6]. To ensure the supply of education, many provinces and cities such as Beijing, Xiamen and Zhejiang have issued support policies specifically for private kindergartens in a timely manner, including appropriations fiscal subsidies and tax breaks, half payment of rent reduction, social security, delay of yearly check, increasing credit support and carrying out the subsidy policy measures to support the private kindergartens (see Table 1). These supportive policies generally focus on supporting inclusive private gardens and do not cover all private kindergartens.

On the other hand, relevant studies mainly focused on early childhood development and how to improve the curriculum construction of kindergartens to ensure the healthy growth of children. By conducting an online questionnaire survey on the anxiety levels of children and adolescents, Duan L. et al. [7] stated that the COVID-19 outbreak had a significant negative psychosocial impact on children and adolescents. Bao X. et al [8] predicted that the rate of reading ability gain of kindergarten children will decrease without formal in-person education compared to the business-as-usual scenario by calculating changes in children's reading ability during the COVID-19 school closures, and then highlighted that educators should promote effective strategy to facilitate and maintain reading ability gained during school closures. In terms of the curriculum construction of kindergartens under the epidemic situation, Yu Y. [9] argued that kindergartens should enhance ecological civilization education for children. Ye P. [10] highlighted that the security system of kindergartens should be improved to ensure the healthy growth of children. Jiang Y. [11] exposed the curriculum framework of emotion education, life education and respect for diversity education that kindergartens should construct.

Additionally, some researchers kept a watchful eye on the management problems in private kindergartens, and analyzed the work pressure of private kindergarten principals and the plight and breakthroughs of private kindergartens [1; 12; 13]. However, there is limited targeted research on how private kindergartens could adjust their management concepts to achieve “self-help” and the corresponding specific measures in the context of the epidemic. The ways how private kindergartens can improve their internal management to overcome these difficulties should receive wider attention.

As for the hypothesis of human nature, the early viewpoints of “tool man” and “economic man” only concerned the economic needs of human beings, regarded workers as mechanical production tools, and put managers and management objects in complete opposition. With the emergence of Maslow’s hierarchy of needs, the understanding of human nature has taken a huge step forward, that is, humans are not only social persons, but also decision makers and complex persons [14]. Under the guidance of this kind of epistemology, managers must motivate employees from many aspects, guide their behaviors, and make their enthusiasm and creativity fully displayed. Therefore, the essence of person-oriented management concept lies in fully affirming the subjective role of people in management, and effectively stimulating people’s enthusiasm, initiative and creativity by studying people’s needs, motivations and behaviors, so as to improve management efficiency and maximize the realization of organizational goals. In the kindergarten management, adhering to person-oriented concept is to precede everything from the growth and development of children and teachers, firmly rely on

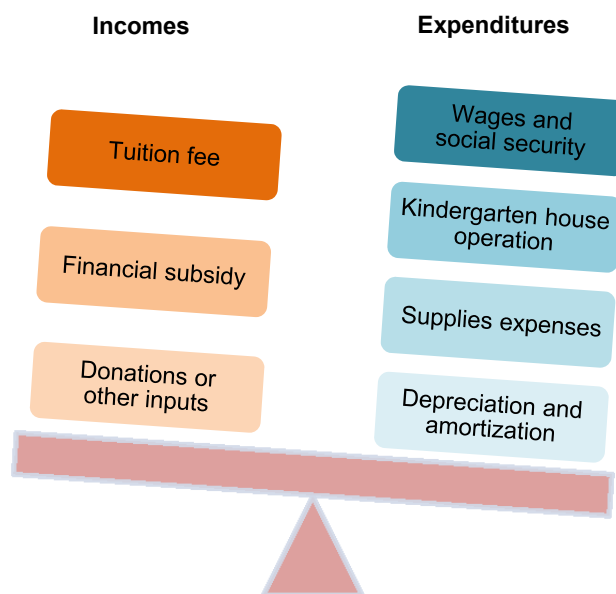


Figure 1. Incomes and expenditures structure of private kindergartens during the epidemic

the masses of staff, fully arouse the enthusiasm of staff, form the common value and value orientation of kindergarten, build up the kindergarten culture with person-oriented principle, and then promote the harmonious development of the kindergarten.

Considering the continuous impact of the epidemic on private kindergartens, it is necessary and appropriate to implement person-oriented management concept. First of all, person-oriented management can mobilize the enthusiasm of all staff to participate in the normal operation of the kindergarten. During the outbreak of epidemic, private kindergartens lost their main income of tuition fees due

Table 1

List of supporting policies and documents for private kindergartens in different provinces and cities

Region	Supporting policies and documents	Issued date
Beijing	'Notice on further implementation of measures to promote the steady and healthy development of private kindergartens, education and training institutions'	March 3, 2020
	'Notice on supporting the stable development of private kindergartens during the COVID-19 epidemic'	March 26, 2020
Xiamen	'Notice on the work of kindergartens during COVID-19 prevention and control'	March 6, 2020
Zhejiang	'Notice on effectively helping private schools (kindergartens) during the epidemic'	March 10, 2020
Shanghai	'Notice on fully preventing and controlling the epidemic and supporting the steady and healthy development of private nursery institutions'	March 24, 2020
Hefei	'Opinions on supporting the development of private education during the epidemic'	March 26, 2020
Shenzhen	'Notice on helping private kindergartens during the epidemic prevention and control period'	April 2, 2020
Guangzhou	'Notice on further improving the assistance work of privately-run institutions in low-fee compulsory education stage'	April 7, 2020
Wuhan	'Policies and measures to support the healthy development of private education in response to COVID-19'	April 10, 2020
Shanxi	'Urgent notice on effectively helping private kindergartens'	April 10, 2020
Jiangsu	'Notice on ensuring funds for epidemic prevention and control in schools and student financial aid'	May 7, 2020
Hebei	'Notice on effectively helping private kindergartens during the epidemic'	May 13, 2020

to the suspension, while they still had to pay wages and social security expenses and large operating expenses such as rent. Since preschool education in China has not been included in the category of national compulsory education [15], it still affects the return rate of some children to kindergarten although the epidemic situation has been controlled to some extent. Many parents of children from large class are so concerned about safety and other potential negative factors that they chose to let their children study and play at home instead of continuing to pay the tuition fee in the last semester of kindergarten. That is to say, many private kindergartens are still in a state of unbalanced income and expenditure at this stage, see Figure 1. In order to realize the normal operation of the kindergarten, it is necessary for all the staff and kindergarten managers to form a real community of common destiny, to generate a sense of ownership, and jointly relieve the difficulties of the kindergarten, which is in line with the person-oriented management concept.

Moreover, person-oriented management concept could pay more attention to the mental health and life needs of all staff to realize the good development of private kindergartens. Preschool teachers are the core elements in the development of preschool education. As shown in Figure 2, both the staff and professional teachers in private kindergartens account for a significant proportion in the entire preschool education system in recent years [2]. In the face of the epidemic, person-oriented management could not only concern the physical protection of teachers, but also pay attention to the psychological

prevention to strengthen the confidence in fighting against the epidemic. Also, this kind of management concept can also focus on the role load of the staff other than work, care for the staff's family needs, and provide assistance whenever possible. When the staff can handle the work-family conflict well, they could also improve their sense of work identity, reduce their turnover rate, and better contribute to the development of organization [16].

In addition, person-oriented management could stimulate the construction of 'Healthy Kindergarten' and contribute to the formation of good family and kindergarten cooperation. 'Healthy Kindergarten' is inspired by the concept of 'Healthy China', which is the health blueprint for all under the comprehensive well-off society and emphasizes the innovative development concept of health first. It is a banner that unites the common ideals of government, society and all people [17]. Kindergartens should take the lead in realizing the ideal of a 'Healthy China' to construct 'Healthy Kindergarten', which is the common pursuit and ideal of all educators and parents. The person-oriented management concept emphasizes the importance of children's health during the epidemic, while children's health cannot be separated from the participation of families. In this way, the system, content, approaches and methods of family and kindergarten co-cultivation will be more perfect.

To realize person-oriented management, private kindergartens need to focus on the following three aspects. Firstly, the quality of the principal is the prerequisite for person-oriented management. Principals of kindergartens are the professional who

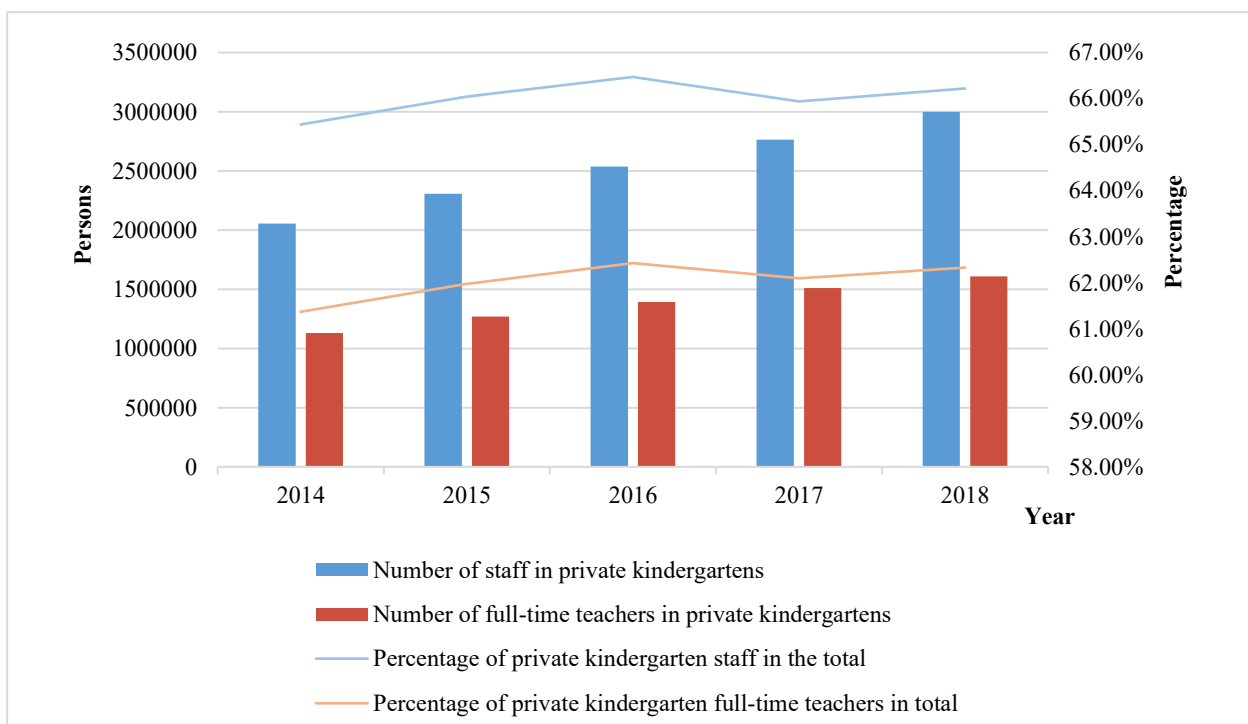


Figure 2. Situation of staff and full-time teachers in private kindergartens



performs the responsibilities of kindergarten leadership and management, including planning the development of kindergarten, creating the education culture, leading the care and education, guiding the growth of teachers, optimizing the internal management, and adjusting the external environment [18]. It means that the principal should be an expert manager with both management ability and professional skills. However, statistics from the Ministry of Education in June 2020 showed that there are 119,891 kindergarten principals with a bachelor degree or above, accounting for only 39.48% of the total. In terms of professional rank, there are 20,809 principals with senior or sub-senior titles, accounting for only 6.85% of the total number (see Figure 3) [19]. Therefore, principals of private kindergartens need to formulate self-professional development plans, be dedicated to their jobs, and enhance their professional development consciousness. Also, the training of principals and independent research and study is necessary to take actively for them to constantly improve their professional level and turn them into experts of preschool education and kindergarten management.

Secondly, teacher participation is the key to achieving person-oriented management. All teachers in kindergartens should be in three states, which includes managing others, being managed and self-managing. The status of teacher managers should be highlighted to fully reflect their role as masters because they always have a strong tendency of autonomy. In kindergarten management, teachers' awareness of participation and creation should be

constantly enhanced to provide as many opportunities and conditions as possible for teachers to participate in day-activity management of kindergarten, so that teachers' talents can be fully utilized and their personalities can be perfectly improved. During the epidemic, kindergarten principals need to pay close attention to the physical and mental health of teachers due to the heavy workload and tasks. Besides, a good office environment should be provided for teachers and the offline meetings should be minimized to give them freedom of work and relieve their anxiety. In addition, the performance incentive system and humanistic care could be established to improve teachers' participation enthusiasm and the stability of teachers' team.

Thirdly, excellent kindergarten culture is the important embodiment of person-oriented management. Good kindergarten culture is not only an important resource to cultivate and educate children, but also a crucial force to influence teachers' thoughts, attitudes and behaviors. The manager of the kindergarten should unite all the staff into a team that is invigorated and serves the overall goal of the kindergarten wholeheartedly through cultural construction. In the context of the epidemic, the cultural construction of kindergartens should not only start from the development of teaching staff and children, but also be able to guide the parents' educational concept. On the premise of being fully democratic and facing to all, the positive, healthy and harmonious development of kindergartens could be promoted by creating a suitable organizational culture.

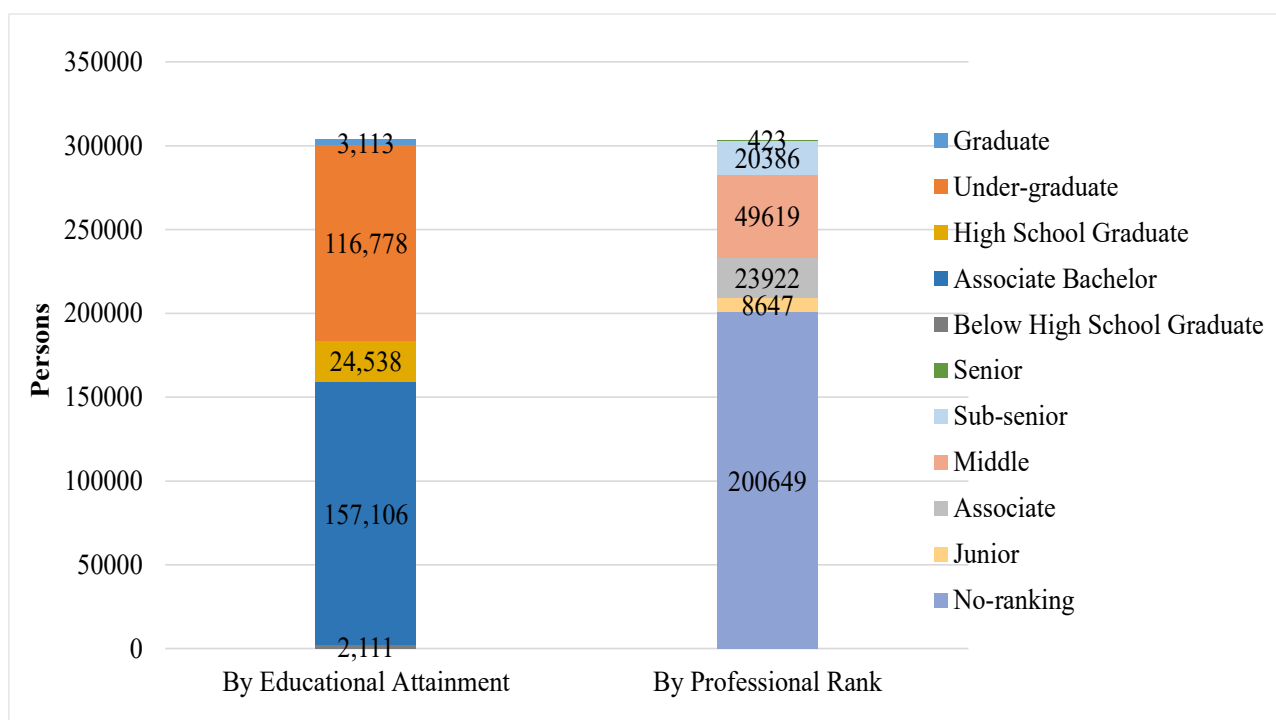


Figure 3. Breakdown of kindergarten heads by academic qualifications and professional rank

**Conclusions.** This article proposes that the person-oriented concept is one of the most effective management concepts for the development of private kindergartens in the context of the epidemic situation, which could help private kindergartens achieve harmonious development. The main results are as follows: the person-oriented management concept has the advantages of mobilizing the enthusiasm of all staff to participate in to realize the normal operation of kindergartens, concerning the mental health and life needs of all the staff to achieve the good development of the kindergarten, and stimulating the construction of 'Healthy Kindergarten' to contribute to the formation of good family and kindergarten cooperation. To realize person-oriented management in private kindergartens, the following aspects should be accomplished, which including promoting the professional development level of principals to turn them into experts in preschool education and kindergarten management, improving teachers' participation enthusiasm to maintain the staff stability, and constructing excellent organizational culture of kindergarten to realize healthy physiology and psychology development of teachers and children.

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