



THE PRIMARY SCHOOL ADMINISTRATION TOWARDS EXCELLENCE
IN TAIYUAN CITY



A Thesis Submitted in Partial Fulfillment of the Requirements
for Doctor of Philosophy EDUCATIONAL ADMINISTRATION
Department of Educational Administration

Silpakorn University

Academic Year 2023

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The purposes of this research were to: 1) identify the level of primary school administration towards excellence in Taiyuan City and 2) to confirm the factors of primary school administration towards excellence in Taiyuan City. The sample were 191 primary schools, the two respondents from each school were a principal and a teacher with a total of 382 respondents. The instrument for collecting the data were opinionnaire. The statistics used to analyze the data were frequency, percentage, arithmetic mean, standard deviation and confirmatory factor analysis.

The findings of this study revealed that:

1. The factors of primary school administration towards excellence in Taiyuan city were 9 factors: 1) Leadership, 2) Strategic Planning, 3) Staff Management, 4) Resources 5) Student Focused Processes, 6) Administrative and Operational Results, 7) Staff Results, 8) Partnership and Society Results and 9) Key Performance Results,
2. The factors of primary school administration towards excellence in Taiyuan city were good fit with the empirical data.

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I would like to express my sincere thanks to my advisor, Associate Professor Dr. Prasert Intarak for his invaluable help and constant encouragement throughout the course of this research. I am most grateful for his teaching and advice, not only the research methodologies but also many other methodologies in life. Without his understanding, support, encouragement, time and patience, I believe I could not have finished this thesis.

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Finally, I would like to thank my parents for showing great support and faith in me throughout this doctoral study. Their confidence and encouragement provided the strength to complete this Ph.D. It is invaluable to say the least.

I am fully aware that my professional knowledge is still lacking and there is still a long way to go in the future. However, I think the whole learning process is what is most precious. During the doctoral study, I think from a more comprehensive and dialectical perspective, which also continuously broadens my vision and strengthens my world outlook, life outlook and values.

TABLE OF CONTENTS

	Page
ABSTRACT	D
ACKNOWLEDGEMENTS	E
TABLE OF CONTENTS	F
List of tables	I
List of figures.....	K
Chapter I Introduction.....	1
Significance of the study.....	3
Statement of the problem.....	7
Research objectives.....	11
Research questions.....	11
Research hypotheses.....	11
Research framework.....	12
Research definition of terms	22
Chapter II Related Literature Review.....	23
Concept of primary school administration towards excellence.....	23
Primary school administration	24
Principal cultural leadership.....	26
Teacher Management.....	30
Student Management	32
Curriculum Management.....	35
Excellence School	37

Meaning of excellence school	37
Significance of excellence school	43
School Excellence Model of Singapore	59
Basic information of Primary school in Taiyuan city.....	64
Taiyuan city.....	64
The number of primary schools and personnel.....	65
Current situation of education development in Taiyuan.....	65
Related Research	67
Summary	79
Chapter III Research Methodology.....	73
Research Procedure.....	73
Research Methodology	76
Research Design	76
Population.....	77
Sample.....	77
Respondents.....	78
Studied variables	78
Instrument.....	79
Developing instrument	80
Data Collection	83
Data Analysis.....	83
Statistical used	84
Summary	84
Chapter IV Data analysis and interpretation	86

Part 1. Analysing the components of primary school administration towards excellence	87
Part 2. The confirmation of the factors of primary school administration towards excellence.	96
Summary	102
Chapter V Conclusion, Discussion and Recommendations	104
Conclusion.....	104
Discussion	105
Recommendations.....	109
Recommendation in general.....	109
Recommendation for the future research.....	110
REFERENCES	111
Appendix A Opinionnaire (English).....	113
Appendix B Opinionnaire (Chinese)	116
Appendix C A letter from opinionnaires are allowed to be collected	121
Appendix D The list of public primary school in Taiyuan city	123
VITA.....	131

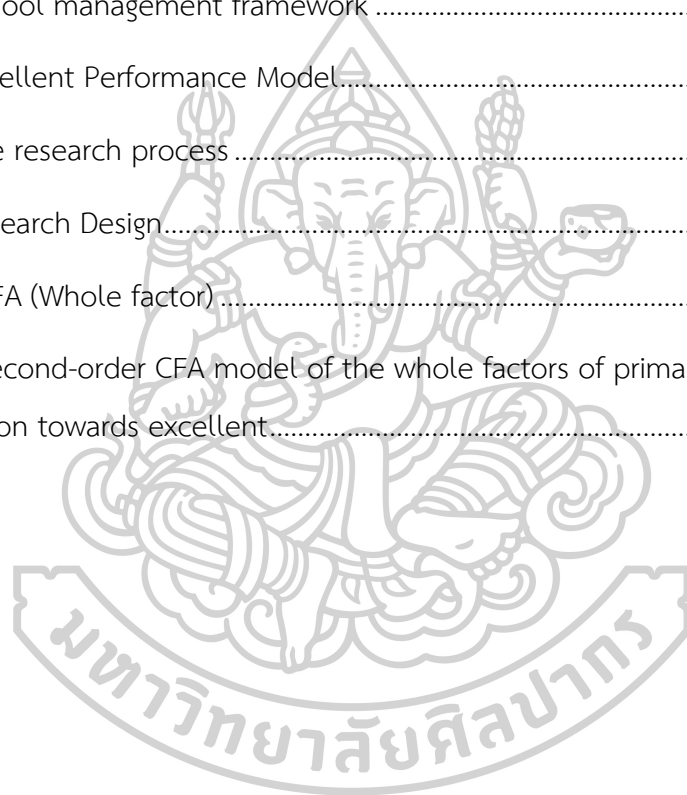
List of tables

	Page
Table 1: Learning Culture.....	46
Table 2: Wellbeing	47
Table 3: Curriculum.....	47
Table 4: Assessment	48
Table 5: Reporting	48
Table 6: Student performance measures.....	49
Table 7: Effective classroom practice	50
Table 8: Data skills and use.....	50
Table 9: Professional standards.....	51
Table 10: Learning and development.....	51
Table 11: Educational Leadership.....	52
Table 12: School Planning, Implementation and Reporting.....	53
Table 13: School Resources	53
Table 14: Management Practice and Processes.....	53
Table 15 : Number of full-time teachers in Taiyuan	65
Table 16 : Population, Samples and Respondents	78
Table 17 : Basic information of respondents	86
Table 18 : The factors of primary school administration toward excellence as a whole	88
Table 19 : The factors and variable on primary school administration toward excellence (Leadership).....	89

Table 20 : The factors and variable on primary school administration toward excellence (Strategic planning).....	90
Table 21 : The factors and variable on primary school administration toward excellence (Staff Management).....	91
Table 22 : The factors and variable on primary school administration toward excellence (Resources).....	91
Table 23 : The factors and variable on primary school administration toward excellence (Student Focused Processes).....	92
Table 24 : The factors and variable on primary school administration toward excellence (Administrative and Operational Results).....	93
Table 25 : The factors and variable on primary school administration toward excellence (Staff Results).....	93
Table 26 : The factors and variable on primary school administration toward excellence (Partnership and Society Results).....	94
Table 27 : The factors and variable on primary school administration towards excellence (Key Performance Results).....	95
Table 28 : The factors and variable on primary school administration toward excellence (School Excellence).....	95
Table 29 : KMO and Bartlett's Test.....	96
Table 30 : Model fit table (Whole Factors).....	99
Table 31 : Goodness of fit of the model of factor of primary school administration towards excellent.....	101

List of figures

	Page
Figure 1 Excellent Performance Model.....	17
Figure 2 Theoretical Framework.....	21
Figure 3 Cultural leadership five elements	28
Figure 4 School management framework	58
Figure 5 Excellent Performance Model.....	60
Figure 6 The research process	75
Figure 7 Research Design.....	76
Figure 8 : CFA (Whole factor)	98
Figure 9 : Second-order CFA model of the whole factors of primary school administration towards excellent.....	100



Chapter I

Introduction

In September 2017, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Deepening the Reform of the Education System and Mechanism, which clearly stated: "Respect the initiative of the grassroots, fully mobilize the enthusiasm and creativity of local and school reform, and timely upgrade successful experience into systems and policies." From the policy environment, the state began to encourage schools to creatively carry out school improvement, comprehensively improve the quality of education and teaching, and solve various challenges and problems that restrict the process of creative improvement in schools. To improve the quality of schools, the most fundamental is to give play to the autonomy, science, innovation and permanence of school improvement. This work is the most difficult but also the most significant, so the value of in-depth study is the highest.¹

¹ The General Office of the CPC Central Committee and The General Office of the State Council, "Opinions on Deepening the Reform of the Education System and Mechanism," accessed October 5, 2023, https://www.gov.cn/zhengce/2017-09/24/content_5227267.htm.

Human society has entered the third decade of the 21st century, with the rapid progress of science and technology, the rapid development of knowledge economy and the explosion of information technology. It is full of challenges and opportunities for all countries in the world. This kind of opportunity and challenge also goes deep into the field of education. Education is the cornerstone of national development, and the quality of education is related to the rise and fall of a country, the quality of the whole nation, comprehensive national strength and national destiny. School education is of vital importance to both students and the development of society. Primary education is the basic stage of basic education. The management of primary schools directly affects the educational activities and the results of running schools in primary schools. The success or failure of primary education has an impact on the future of a child and even the future of a Country. From an international perspective, this paper analyzes the problems in the management of Taiyuan public primary schools by referring to the international advanced education management theories, explores a more suitable primary school management method for second-tier cities in China, and constantly explores and improves the existing problems in the management of primary school education. In China, with the implementation of the New Curriculum Reform in China and the comprehensive implementation of quality-oriented education in primary schools, the overall school-running level of primary schools has been improved to a certain extent.

Significance of the study

Quality development is the way to rejuvenate and strengthen the country. The State Council of China issued the Quality Development Program (2011-2020) in 2012, It is an urgent need to ensure and improve people's livelihood, an inherent requirement to adjust the economic structure and transform the mode of development, a strategic choice to achieve scientific development and build a moderately prosperous society in an all-round way, and the only way to enhance the overall national strength and realize the great rejuvenation of the Chinese nation.²

The Outline of the National Plan for Medium - and Long-term Education Reform and Development (2010-2020) specifies the "work guidelines" for the next 10 years: "Give priority to development, educate people first, reform and innovate, promote equity and improve quality." Taking quality improvement as the core task of education reform and development. We should set up the concept of education development centering on improving the quality of education, pay attention to the development of education connotation, and encourage schools to develop their own characteristics and standards, produce famous teachers, and cultivate

² China State Council, "The Outline of Quality Development of the State Council 2011-2020," accessed October 5, 2023, https://www.gov.cn/zwggk/2012-02/09/content_2062401.htm.

outstanding talents. To establish a management system and working mechanism oriented to improve the quality of education. The basic education section of the outline of the plan states: "Consolidate and raise the level of nine-year compulsory education. By 2020, we will comprehensively raise the level of universal access and the quality of education, and basically achieve balanced development in the region to ensure that school-age children receive good compulsory education."³ Education is vital to China's development and the nation's future. The fifth Plenary Session of the 19th CPC Central Committee adopted the CPC Central Committee's Proposal on formulating the 14th Five-Year Plan for National Economic and Social Development and the Long-term Goals for 2035, which clarified the policy direction and key requirements for "building a high-quality education system".⁴ The party central committee with comrade xi as the core of the education as the plans, the plans of the party, strengthen party overall leadership for the work of education, national education conference, and education to the modernization of education powers to

³ China State Council, "Proposal of the Central Committee of the Communist Party of China on Formulating the Fourteenth Five-Year Plan for National Economic and Social Development and the Long-Term Goals for 2035," accessed October 5, 2023, https://www.gov.cn/zhengce/2020-11/03/content_5556991.htm.

make a major strategic deployment, education sector as a whole comprehensive reform and modernization of education management, education faces are disruptive change. The enrollment rate of the school-age population in primary schools has reached 99.94 percent, and China ranks among the world's upper-middle-income countries in terms of universal education. Building a high-quality education system fully embodies the latest requirements of the CPC Central Committee with Comrade Xi Jinping at its core for improving the socialist education system with Chinese characteristics during the 14th Five-Year Plan period and beyond. Primary school is the period of the fastest physical and mental development and change in a person's life. It is a critical period for the growth of knowledge, development of ability and development of personality. At this stage, human plasticity is the largest, and the development of human life is also a huge influence. Education should meet the requirements of age characteristics of students at this stage and lay a good foundation, which is the fundamental task of primary education. Today's primary school students have and will continue to face a highly competitive and changing world. We firmly believe that a good school is bound to produce more outstanding talents. From the development of modern education management, China's education management has the following three aspects of problems. First of all, the international perspective of the research is relatively weak, the existing foreign research on education management is only a simple theoretical level, but the theory is difficult to be simply transplanted, must be combined with the actual situation of

China. Secondly, the monotonous research method restricts the development and progress of China's educational management. At present, there are more explanatory and empirical studies, less empirical and field studies. Thirdly, the research is mainly carried out in the form of individuals, and the lack of cooperative research is not conducive to the innovation and breakthrough of educational management.⁵

Primary school education is the initial stage of the whole basic education, is also the key stage, it is responsible for cultivating students good learning, life, moral habits and forging students logical thinking mode of responsibility. At present, the implementation of quality-oriented education and the improvement of education quality need to start from the management of primary education and attach importance to the quality of primary education management.⁶In the field of educational management, the theoretical circle pays more attention to the nature, principles, rules and contents of educational management.

⁵ Nianjun Xu, "Briefly Discuss the Existing Problems and Countermeasures in the Current Primary School Management," *New curriculum research* 18 (2020): 70-72.

⁶ Liangnin Xiao, "Analysis and Interpretation of Ways to Improve the Quality of Primary School Management," *Scientific Consulting* 6 (2022): 14-15.

Statement of the problem

The importance of primary education is self-evident. In China, primary education lays more emphasis on teaching achievements rather than examining all aspects of school management from the perspective of management so as to realize the overall development of the school. Therefore, this thesis will be based on the primary school administration to find the key to the excellence of primary school. There are many problems in the administration of primary schools. For example, Under China's current education system, the school leadership system of primary schools in China implements the principal responsibility system. This means that the principal has full responsibility for the management of the school. However, under the influence of the current government system, the school also uses the government system structure for reference and implements the leadership system of the division of labor between the party and government. Namely, the president and secretary are often held by two persons respectively. The main feature of this leadership system is that there are two leading bodies, the principal and the party branch secretary. This system has certain rationality, its advantage is that the principal and the secretary supervise each other and improve the level of running a school.⁷ However, its drawbacks are obvious in the reality of school management.

⁷ Shuai Zhang, "School Improvement Strategy Research," Master's thesis, Shanghai Normal University, 2016.

First of all, in order to balance personal feelings, the government usually sets up the post of secretary of a school, which is held by people who used to be leaders of the school and who are about to retire. Such people are like elderly people in the school and pay less attention to school management and development. Second, this leadership structure is easy to lead to the school guidance organization is not streamlined, is not conducive to improve the efficiency of leaders, is not conducive to mobilize the enthusiasm of teachers. Third, in schools, the principal is in charge of everything, while the secretary is often in charge of personnel and ideological and political work. Matters that should have been decided by the head of the school often need the unanimous consent of the party branch secretary to be carried out. If the two have divergent views on the same thing, such a situation will lead to conflicts between the two leading bodies in work sometimes, and they often need to divert some of their energy to deal with the relationship between the two, instead of focusing on how to manage the school. On the other hand, the disharmony between the party and government is not conducive to condense the strength of the teachers and seek the development of the school together.⁸

Primary school teacher management is the main content of primary school management. Teachers are the main body of a school, and play an important role in

⁸ Pu Rui, "Effective School Improvement: An Implementation Strategy

Perspective," *Educational Scientific Research* 3 (2021): 27-31.

the whole process of teaching and scientific research. Teachers' professional quality is directly related to the quality and quantity of training and affects the development of the school. If we want to manage primary school teachers well, we must fully understand the living conditions of primary school teachers. Only with a relatively comprehensive understanding of the current situation of primary school teachers, school administrators can better manage them and improve their teaching enthusiasm, which can be conducive to the management of the school and improve the level of running a school.

Analysis of problems in the management of basic education schools in Taiyuan City:

1. The comprehensive quality of school administrators is not high. School administrators are the direct makers and decision-makers of management system and management concept, and the personal quality of school administrators directly determines the quality of school management. The most prominent problem of some school administrators in management work is that their management ability cannot adapt to the development of modern quality education, and the corresponding personality charm cannot have any positive impact on school production. They lack effective management means in the specific school management work, especially the occurrence of some contradictions and unexpected events.
2. Unscientific educational evaluation system. Education evaluation is the focus of school education management. At present, there are many problems in the way schools conduct educational evaluation: First, the assessment standards adopted by educational evaluation are unscientific. Many schools still

focus on the analysis basis of educational evaluation based on results, while ignoring the evaluation process. As a result, school management cannot effectively manage the evaluation process, resulting in the loss of its real purpose. The second evaluation pays attention to the form and ignores the actual work of education. The key point of the school is the analysis of educational materials, which mainly looks at whether the materials are complete and complete, while ignoring the actual work of education. The third evaluation result is based on students' academic performance, and the evaluation ranking mainly depends on students' academic performance. If students' academic performance is good, the educational evaluation result will be high, and such an evaluation trend will inevitably affect the development of quality education.³ Weak faculty and insufficient capital investment. Although the state has increased the capital investment in basic education, the local education authorities, for the purpose of protecting local interests, invest more funds in key schools while ignoring ordinary schools, resulting in insufficient funds for deepening management of ordinary schools. Due to the lack of sufficient funds, the school cannot introduce advanced management tools, which makes the management work of the school have to use relatively backward means. Moreover, the school cannot provide funds for the existing managers to receive training and education, so that the comprehensive quality of the managers cannot be improved. In addition, due to the lack of funds in the school, some educational personnel with rich management experience or higher education are unwilling to

work in the school, resulting in the age gap of school management personnel. In addition to the problems in school management mentioned above, there are also problems such as inadequate implementation of school management system, disunity of school internal managers, non-standard school financial management, and so on.

Research objectives

1. To identify the level of primary school administration towards excellence in Taiyuan city.
2. To confirm the factors of primary school administration towards excellence in Taiyuan city with the empirical data.

Research questions

1. What are the components of primary school administration towards excellence in Taiyuan city?
2. How are the confirmatory of factors of primary school administration towards excellence in Taiyuan city with the empirical data?

Research hypotheses

1. The components of primary school administration towards excellence in Taiyuan city are multiple factors were multi factor.
2. The factors of primary school administration towards excellence in Taiyuan city are good fit with the empirical data.

Research framework

Based on the research objectives of this thesis, it is important to define “excellence” first. The word "excellence" is often used in business books, such as the famous Book "In Search of Excellence". The word excellence was first used in enterprise management and is an important indicator to measure the success of an enterprise. “In Search of Excellence”⁹ is a book by Tom Peters and Robert H. Waterman Jr. First published in 1982, it sold 3 million copies in the first four years, making it the most widely published monograph in the United States between 1989 and 2006.¹⁰

Excellence is a continuously moving target that can be pursued through actions of integrity, being frontrunner in terms of products services provided that are reliable and safe for the intended users, meeting all obligations and continuously learning and improving in all spheres to pursue the moving target. What does excellence in education mean? Or what is educational excellence? Maybe we ask the question, where are the “excellent schools”? Or what do you mean by the concept “excellent schools”?

⁹ Thomas J. Peters and H. Waterman Robert, *In Search of Excellence: Lessons from America's Best-Run Companies* (New York: Harper Business, 2004).

¹⁰ Peters and Robert, *In Search of Excellence: Lessons from America's Best-Run Companies*.

Excellence has become the goal of many organizations to maximize quality through innovation. Used for business and projects.¹¹

Excellent school is a qualified school that serves as a reference for other schools. Excellent schools or what are often called effective schools. Excellent school can be understood as a qualified school defined in the field of education. The category of excellent implies the expectation of graduates on their ability, and the expectation of students, parents and society.¹²

School Excellence is made up of three aspects: Excellence in Learning, Excellence in Teaching and Excellence in Leading. The NSW Department of Education has listed five elements of excellence in its School Excellence Framework. Contains:

1. Culture, A school of excellence sets out expectations for students, staff and parents, and regularly communicates this message to their community.
2. Wellbeing, According to Maslow's hierarchy of needs, this involves students' collective and individual needs, including but not limited to psychological, physical, belonging, self-esteem and self-actualization. School happiness revolves

¹¹ A. Svozilova, *Projektový Management* (Praha: Grada Publishing, 2011).

¹² Endang Poerwanti, "Identification on the Excellence Value of Primary School in Malang," *Advances in Social Science, Education and Humanities Research* 231 (2018): 599-601.

around the key ways in which different groups come together, engage and find satisfaction in their learning journey.

3. Curriculum and Learning, To provide students with high standards and fair academic opportunities. The NSW Department of Education states that, “curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.”

4. Assessment and Reporting The ability and resources needed to effectively monitor, plan and report to parents on student performance are excelled at high-performing schools.

5. Student Performance Measures Schools that achieved excellence in the four categories already covered also tended to be successful in student performance. Their students excel in all areas of study.¹³

Excellence Schools have a profound meaning for students. First of all, these schools provide high-quality education, providing students with knowledge and skills to prepare them for the future. Second, schools of excellence create environments conducive to learning, provide students with valuable resources, stimulate their interest and unleash their potential. In addition, these schools often

¹³ The Scots College, “School Excellence Framework,” accessed October 5, 2023, <https://scots.college/excellence-in-schools-five-defining-factors/>.

encourage students to actively participate in community service and leadership activities.¹⁴

Excellent schools have a positive impact on society. First, it has cultivated a group of outstanding graduates who contribute high-level skills and professional knowledge to various fields to promote social development and progress. These talented people play an important role in promoting social progress. Second, excellent schools tend to build close ties with the community, engage in social service and charitable activities, and thus make a significant contribution to society. In addition, these schools attract students and scholars from home and abroad, promoting cultural exchanges and international cooperation.¹⁵ The School Excellence Framework, applied in Australia, is used to research Excellence practices in schools, with each School assessing their strengths and development opportunities to help them improve quality. It is a holistic educational practice that includes learning,

¹⁴ The Scots College, “School Excellence Framework.”

¹⁵ David J. Armor, Gary N. Marks, and Aron Malatinszky, “The Impact of School SES on Student Achievement: Evidence from U.S. Statewide Achievement Data,” *Educational Evaluation and Policy Analysis* 40, no. 4 (2018): 613-30.

teaching and leadership that contributes to sustainable development planning and mentoring methods.¹⁶

The School Excellence Framework defines the essential components of best practice in the three areas of learning, teaching and leadership to help all public schools in New South Wales pursue excellence. Three categories, the framework lists 14 components that together define the essential functions of the three stages of excellence in schools.

1. Excellence in learning
2. Excellence in teaching
3. Excellence in leading

The Ministry of education of Singapore strengthened cooperation with the Bureau of productivity and standards, and completed a new school evaluation standard - School Excellence Model (SEM) in 1999 with reference to SQA, the excellence model of the European quality management foundation and the performance excellence education standard of the national quality award of the United States. As a standard formulated and implemented by the national education administrative department, Singapore school excellence model has strong policy

¹⁶ NSW Government, "School Excellence Framework," accessed October 5, 2023, http://currentreforms.weebly.com/uploads/2/6/9/9/26999857/school_excellence_framework.pdf.

nature and is recommended to schools in the national education system for general implementation. By 2006, about 355 schools across the country had been assessed at least once.

All schools implement the school evaluation model transformed from the business model, which is rare in the world. SEM has its uniqueness in the establishment of index system, scoring method, evaluation method, management mechanism and relevant supporting measures, which represents a new trend of school evaluation. The study of this model and its reference are of practical significance to the development and improvement of China's school evaluation system.

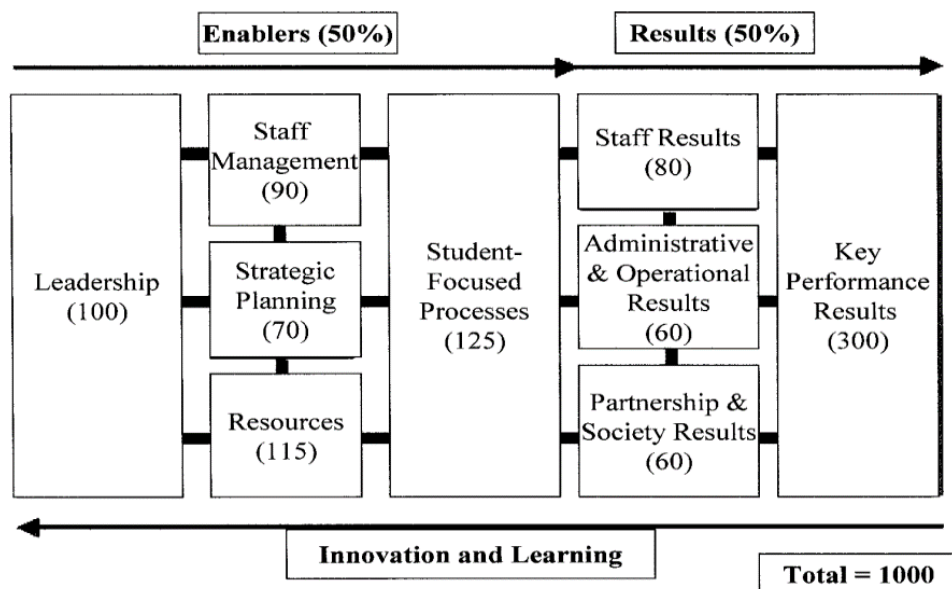


Figure 1 Excellent Performance Model

Source: Tee Ng, P., & Chan, D., "A comparative study of Singapore's school excellence model with Hong Kong's school-based management," *International Journal Of Educational Management*, 22(6):488-505.

Education has long been recognized as pivotal to the task of nation-building and in bringing about economic development and social cohesion in Singapore. Faith in the power of education to bring about social change displayed by the government soon after Singapore gained independence in 1966 continues till today. In 1966, the then Prime Minister of Singapore, Mr. Lee Kuan Yew spoke about the importance of education in bringing about qualities of leadership at the top and qualities of cohesion on the ground with a "pyramidal structure of top leaders, good executives, and a well-disciplined civic conscious broad mass". In 2001, the Prime Minister of Singapore, Mr. Goh Chok Tong at a Teachers' Day Rally on the 31 August spoke of the importance of education as the key to our national survival as Singapore does not have any natural resources and hence must count on the "skills and resourcefulness of our people". With that faith is a strong commitment on the part of the Government of Singapore to invest heavily in education. In spite of the bleak economic outlook in 2001, the government promised to spend more on education, increasing it to 4.5% of GDP from the current 3.6%.

SEM is a good and high quality education system. Singapore together with Korea and Japan are at the top of the list of top performers in the world's largest comparative study of student achievement in math and science based on the

standardized test scores of students from 40 countries in the Trends in International Mathematics and Science Study or TIMSS. According to the National Assessment of Educational Progress (NAEP), Singapore's success can be attributed to a synergy of rigorous curriculum, properly trained teachers and high levels of parental involvement in their children's schooling. The SEM contains nine dimensions:

Leadership: How school leaders and the school's leadership system address values and focus on student learning and performance excellence; and how the school addresses its responsibilities towards society. It has five aspects school leaders and the school's leadership system address values focus on student learning focus on student performance excellence the school addresses its responsibilities towards society.

Strategic Planning: How the school sets clear stakeholder-focused strategic directions; develops action plans to support its directions, deploys the plans and tracks performance. It has five aspects the school sets clear stakeholder-focused strategic, directions, develops action plans to support its directions, develops action deploys the plans, tracks performance.

Staff Management: How the school develops and utilizes the full potential of its staff to create an excellent school. It has one aspect: the school develops and utilizes the full potential of its staff to create an excellent school.

Resources: How the school manages its internal resources and its external partnerships effectively and efficiently in order to support its strategic planning and

the operation of its processes. It has four aspects: the school manages its internal resources to support its, strategic planning, external partnerships effectively efficiently, in order the operation of its processes.

Student-Focused Processes: How the school designs, implements, manages and improves key processes to provide a holistic education and works towards enhancing student well-being. It has five aspects: dedicated to enhancing students' physical and mental, health, design the key process of school reform to provide, students with comprehensive education and improve, students' well-being.

Administrative and Operational Results: What the school is achieving in relation to the efficiency and effectiveness of the school. It has two aspects: the school is achieving in relation to the efficiency, the school effectiveness.

Staff Results: What the school is achieving in relation to the training and development, and morale of its staff. It has three aspects: the school is achieving in relation to the training, the school is achieving in relation to the development, the school is achieving in relation to the morale of staff.

Partnership and Society Results: What the school is achieving in relation to its partners and the community at large. It has two aspects: the school is achieving in relation to its partners, the school is achieving in relation to the community at large.

Key Performance Results: What the school is achieving in the holistic development of its students, in particular, the extent to which the school is able to achieve the Desired Outcomes of Education. It has two aspects: the school is

achieving in the holistic development of its students, the extent to which the school is able to achieve the desired outcomes of education.¹⁷

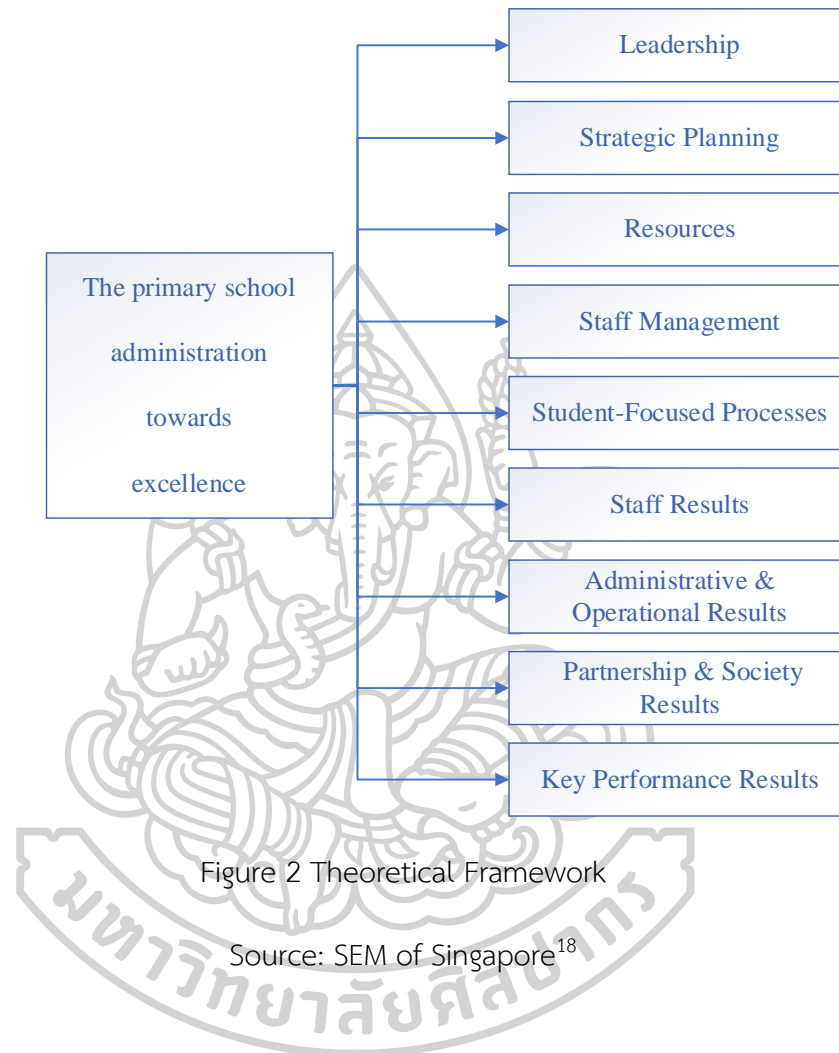


Figure 2 Theoretical Framework

Source: SEM of Singapore¹⁸

¹⁷ Pak Tee Ng and David Chan, "A Comparative Study of Singapore's School Excellence Model with Hong Kong's School-Based Management," *International Journal of Educational Management* 22, no. 6 (2008): 488-505.

¹⁸ Pak Tee Ng and David Chan, "A Comparative Study of Singapore's School Excellence Model with Hong Kong's School-Based Management," *International Journal of Educational Management* 22, no. 6 (2008): 488-505.

Research definition of terms

The primary school administration towards excellence means the process of managing the school to achieve the best result ensure that the primary school focuses efforts on the same important issues throughout the organization, to improve the communication between employees and administrators, and to manage the whole process of performance management, including: 1) Leadership, 2) Strategic Planning, 3) Staff Management, 4) Resources 5) Student-Focused Processes, 6) Administrative and Operational Results, 7) Staff Results, 8) Partnership and Society Results, 9) Key Performance Results.

Primary schools in Taiyuan city refer to those registered with the Taiyuan Municipal Education Bureau, including 371 public primary schools funded by the government and private primary schools funded by the investors. The primary school in Taiyuan city means registered in Taiyuan Education Bureau are under the jurisdiction of the education bureau of each district of Taiyuan City. As of 2022, Taiyuan has jurisdiction over 10 districts, They are distributed by region as follows :

47 schools in YingZe district, 44 schools in XiaoDian district, 63 schools in XinHualing district, 39 schools in JianCaoping district, 65 schools in WanBailin district, 21 schools in JinYuan district, 25 schools in QingXu district, 13 schools in YangQu district, 16 schools in LouFan district and 38 schools in GuJiao district.

Chapter II

Related Literature Review

According to the current situation and the problems and research objectives presented by the researchers, as well as the research framework mentioned in chapter 1 Collection of domestic and foreign relevant principles, concepts, theories and research literature, as well as outstanding organizations, outstanding schools, related educators, scholars and researchers. Primary school excellence, enterprise management excellence and related research. The research topic of this thesis is "Primary School Administration towards Excellence", which Outlines the issues and topics to guide the composition of the conceptual framework for the research.

- 1). Primary School Administration
- 2). Excellence School
- 3). School excellence assessment criteria
- 4). related literature

Concept of primary school administration towards excellence

The primary school administration towards excellence is the only variable in this thesis. In this part, the thesis will focus on primary school administration and excellent schools.

Primary school administration

“Administration” involves two concepts, the “management” and the “organization.” In education the term administration is closely related to such words as superintendence, supervision, planning, guidance, direction, organization, control, evaluation, decision making, and regulation¹⁹

Primary school management is a coordinated activity process in which one or more people, in accordance with the scientific principles and laws of primary school education and management, use scientific methods and means to rationally combine the human, material, financial, time, event and space information inside and outside the primary school organization, so as to achieve the expected goals of the primary school organization.

The essence of primary management lies in practice. According to the law of management, educational management is a kind of activity that pursues efficiency, its essence is to pursue efficiency, benefit and effect. This kind of activity has strong practicality, it achieves the purpose of pursuing the organization and individual value through the means of encouragement in practice, thus promoting the development of management subject and object in educational organization.²⁰ Drucker, the father

¹⁹ T. S. Kochhar, *School Administration and Management* (New Delhi: Sterling Publishers, 2011).

²⁰ Zhao, *Management of Primary Education*.

of modern management, said: "Management is a kind of practice, its essence lies not in knowledge, but in the implementation of its verification, not in logic, but in the results; its only authority is achievement."²¹ This is true of management, especially of primary education management. Because, primary school management is a cross, applied and practical subject, it is full of challenges, full of wisdom, full of humanities and science combined value care, it is on the basis of practice. Without practice, all is talk. Primary administration has broad sense and narrow sense. Primary management in broad sense includes two parts: primary education administration and primary school management. Among them, primary education administration refers to the management activities of the state and the government to primary school organizations. Primary school management refers to the management activities of primary school administrators to primary school organizations. In the narrow sense, primary education management mainly refers to primary school management.²²

²¹ Dongjiao Zhang, *Educational Administration* (Beijing: Higher Education Press, 2011).

²² Xingbing Ge, *New Theory of Modern Primary Education Management* (Jinan: Shandong Education Press, 2013).

Primary school management is the effective organization and implementation of primary school training objectives, teachers, students, classroom teaching, extra-curricular activities, campus culture, administration and logistics, educational ideas, etc., in order to achieve the expected management objectives²³

Principal cultural leadership

Compared with China, the research on the connotation and elements of headmaster's cultural leadership started earlier in foreign academic circles.

Twehous and Lengfelder were the first to suggest that the principal, as a cultural leader, must enhance and maintain the vitality of cultural values, must establish a shared vision for teachers and students and motivate them to achieve school goals, and that cultural leadership is an important factor in effective organizational development.²⁴ Northouse and Erzurum argue that cultural leadership focuses on three general knowledge areas: conceptual, technical and social

²³ Xiaobin Cheng and Hongyuan Gao, *Primary School Management* (Beijing: Higher Education Press, 2007).

²⁴ T. S. Karakose, "The Perceptions of Primary School Teachers on Principal Cultural

knowledge and skills, which are also known as the leader's professional competencies.²⁵ On this basis, Sahin believes that cultural leadership of principals is a very important set of abilities for school organizations. It enables individuals to play an effective role and achieve success in different cultural or multicultural environments, and is very important and effective for cultural leadership. Trice from and Beyer, by creating or changing the organizational culture and the culture of innovation leadership and maintain the culture of the organization culture study, what is the difference between the leadership of the charm of the extracted from webber and others concepts extracted nine possible elements of cultural leadership: personal qualities, situational perception, vision and mission, the following properties, leader behavior, performance, administrative behavior, made in the form of culture Use, traditional use.²⁶ In a study exploring the use of school cultural leadership practices to narrow student learning gaps, R.B.Lindsey et al., based on a study measuring principals' use of cultural competency practices, proposed that managers with strong cultural leadership use five elements (see Figure 2) to ensure

²⁵ Yasin Hiçyılmaz and Necla Şahin Fırat, "Cultural Leadership Behaviors of the Primary School Principals Regarding Certain Variables," *Journal of Human Sciences* 13, no. 2 (2016): 2462-74.

²⁶ Harrison M. Trice and Janice M. Beyer, "Cultural Leadership in Organizations," *Organization Science* 2, no. 2 (1991): 149-69.

the development of experiences in culturally diverse learning communities. These elements, including valuing diversity, acquiring culture, managing the dynamics of difference, adapting to diversity and building cultural knowledge, are essential to cultural leadership, which will ultimately enhance the quality of life and learning for an increasingly diverse student population.²⁷

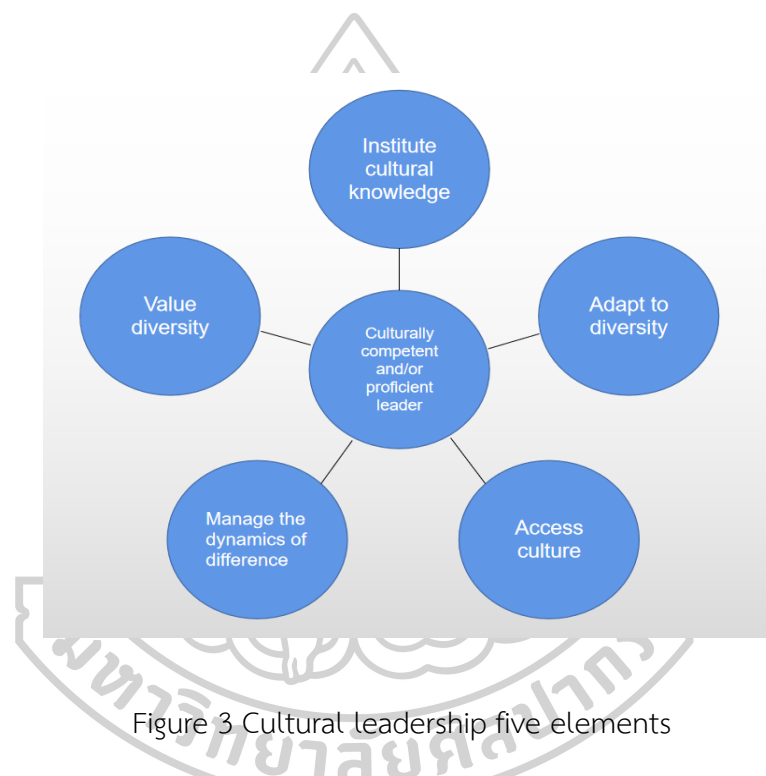


Figure 3 Cultural leadership five elements

Source: Cornelius D. Exploring an African American Principal's Cultural Leadership Effects on Closing the Achievement Gap[J]. 2016

²⁷ Doristine Cornelius, "Exploring an African American Principal's Cultural Leadership Effects on Closing the Achievement Gap," Master's thesis, Walden University, 2016.

Since the principal leadership theory was introduced into China, some Chinese scholars have made great achievements in the research on the connotation and elements of principal cultural leadership in recent years. Li Chunling proposed that the cultural leadership of principals is an organic ability system, which is composed of cultural identification ability, cultural integration ability, cultural cultivation ability and cultural transformation ability.²⁸ Zhang Dongjiao believes that the principal's cultural leadership refers to the principal's ability to create and manage school culture, including cultural statement, cultural grounding, cultural inheritance, cultural development, cultural insight and cultural transformation.²⁹ Yuan Xiaoping and Huang yuesheng proposed "principal cultural leadership is cognitive, integration and refined culture, face-to-face innovation quality school culture, and constantly to translate into leadership, school culture which influence teachers' and students' values, beliefs and behavior, and enhance the cultural identity for schools, teachers and students the ability of the sense of belonging and yue", Including material culture shaping power, system culture construction power, activity culture innovation power, value

²⁸ Chunlin Li, "Contemporary Principals' Cultural Leadership Composition,"

Teaching Monthly Primary, no. 12 (2011): 3-4.

²⁹ Dongjiao Zhang, "On School Culture and Principal Leadership," *Educational Sciences*, no. 1 (2015): 22-25.

leadership.³⁰ Chen Xiaohui believes that the principal's cultural leadership refers to the cultural factors of the principal's leadership and the principal's leadership and level of the school's cultural construction, which consists of the ability to make goals, develop plans, implement countermeasures and make innovative decisions.³¹

Bai Haiyan believes that the principal's cultural leadership refers to the principal's ability to guide and influence the overall development of school culture construction, education, teaching and management, including cultural cognitive leadership, cultural choice leadership, cultural communication leadership, cultural innovation leadership and cultural evaluation leadership.³²

Teacher Management

Teacher management is a dynamic process, which is the management of teachers by the government and schools. Teacher management is an important part of school management, the main body of management, including the government,

³⁰ Xiaopin Yuan and Yueshen Huang, "Investigation and Analysis on the Current Situation of Hunan Primary School Principals' Core Leadership," *Modern Primary and Secondary Education* 34, no. 5 (2018): 1-6.

³¹ Xiaohui Chen, "Instruction and Promotion of the Cultural Guiding Power of Primary and Secondary School Principals," *Liaoning Education*, no. 2 (2019): 11-15.

³² Haiyan Bai, "Research on Cultural Leadership of Principals in Urban Middle School," Master's thesis, Xi'an International Studies University, 2019.

schools and teachers themselves, the management of the elephant is in the education of teachers and of the work, its core is to arouse the enthusiasm of teachers' work, initiative and creativity, management is the purpose of better education teaching work, and promote the development of the school. Some scholars summarize the content of teacher management into four aspects: teacher appointment, teacher evaluation, teacher training and teacher motivation. After the Second World War, the above content basically stabilized in the practice of teacher management, but there are still some differences in content and details in various countries, and with the continuous improvement of professional requirements for teachers, the content of teacher management is also constantly developing and changing. According to the book of Educational Management, the content of teacher management includes the organization and management of teachers by the government and schools (teacher employment, promotion, job promotion, dismissal, etc.). Management of teachers' education and teaching process (specific rules and regulations of the school, etc.); Financial management of teachers (salary, welfare and subsidies for teachers); Evaluation management of teachers; The management of teachers' professional development (the education of teachers' ethics, political and ideological level, the development of teachers' teaching ability, and the continuing

education of teachers); Management of teachers' physical and mental development; Teacher motivation and other aspects of research.³³

Student Management

In Google, I tried to search foreign literature with "Student Management" and "Primary School Student Management" as the subject words, but there were no works and periodicals directly discussing the management of primary school students. One of the most journal articles focusing on research university students' management, the contents of the primary school student management contained in class management is discussed, and this phenomenon has its necessity of existence, such as the primary and secondary school students without specialized management institutions, there is no specialized management personnel, to student's education, mainly concentrated in class 'British primary school student management also is such, A teacher is a teacher in class, and a student's counselor outside class, responsible for taking care of students.³⁴

³³ Zhihong Wu, Daming Feng, and Zhichun Wei, *Educational Management* (Beijing: Higher Education Press, 2008).

³⁴ Zhenwei Jv, "Student Administration," *Journal of Dalian Institute of Education*, no. 3 (2007): 23-26.

Cangelosi, JamesS, Classroom Management Strategies: Advancing and Sustaining Student Collaboration, Mallen,LeonP et al., Classroom Management Accountable to Teachers and Students, Fenimore, Beatrice Schneller's Student-Centered Classroom Management and Grossman and Herbert's Classroom Behavior Management for Diverse and Inclusive Schools all discuss classroom management and student management in a general sense. Students are regarded as independent individuals and equal citizens in student management. Respect the individual initiative and rights of students.³⁵

The definition of student management can be found in some educational management works, Tian Xiaona in "the Chinese school principal work practical encyclopedia," pointed out that "student management is a school for students learning and activities in and outside the floorboard of the planning, organization, coordination and control, it is the school educational administration manager to organize and guide the student, according to the regulations of the education policy of the education standards, purposeful, planned and organized to all kinds of education of students, So that students in moral, intellectual, physical several

³⁵ Min Liu, "Study on Primary School Student Management from the Perspective of Appreciative Inquiry," Master's thesis, Nanjing Normal University, 2015.

aspects of development, grow up as successors to the cause of socialism process.³⁶ Gu Mingyuan said in the Book of School Student Management and Operation that "Student management is the general term for school to plan, organize, coordinate and control students' learning and activities in and out of school. It is the process in which school administrators organize and guide students, according to the educational standards stipulated by the educational policy, purposefully, planned and organized to carry out all kinds of education for students, so that students can develop in virtue, intelligence, physical beauty and labor and grow into successors of the socialist cause.³⁷ In the book School Management, Xiao Zongliu and Yu Bai describe student management as a process of planning, organizing, coordinating and controlling students' study and life in and out of school. It is an activity for the school to promote the all-round development of students in moral, intellectual, physical, aesthetic, labor and other aspects according to the educational standards set by the state.³⁸

³⁶ Xiaona Tian, *A Practical Encyclopedia of the Work of Chinese School Principals* (Beijing: International Culture Publishing Company, 1994).

³⁷ Mingyuan Gu, *Complete Book of School Student Management Operations* (Beijing: Enlightened Press, 1995).

³⁸ Zongliu Xiao and Bai Yu, *School Management* (Beijing: People's Education Press, 2008).

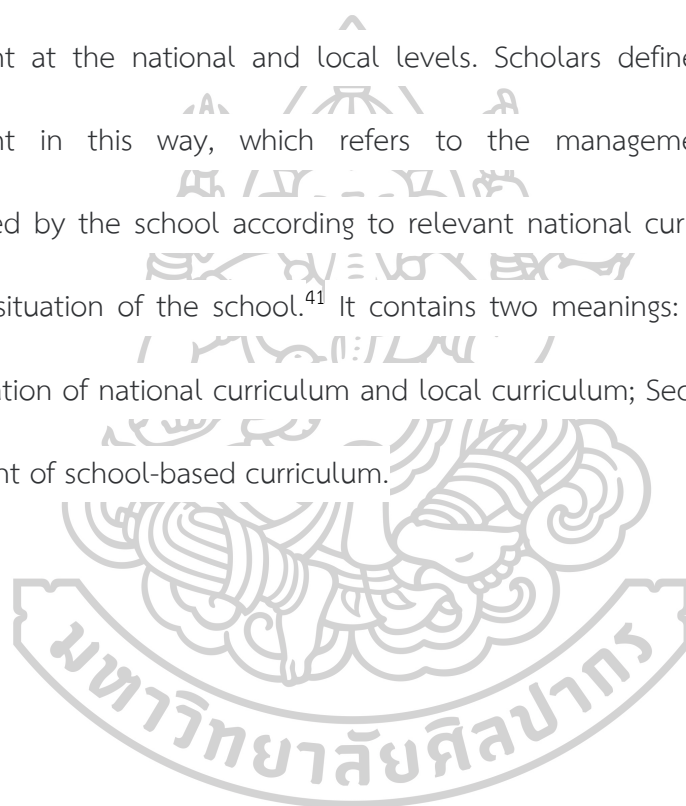
From the above definition, it can be summarized that student management is to create favorable conditions for students' healthy growth and success through certain management means. Elementary school student management refers to the school set up specialized agencies (moral education and brigade) through planning, organizing, mobilizing, coordinating and monitoring, so as to promote students to grow up, for the purpose to carry out a series of actions and measures, including learning management, safety education, cultivation of moral character and behavior education, extracurricular activities, and campus order related to students' affairs. This paper studies the primary school student management from the perspective of appreciative inquiry, focusing on the macroscopic level of student management, mainly discusses the team construction, concept selection, institutional change and method exploration of school student management.

Curriculum Management

School curriculum management is the management of school curriculum. Broadly speaking, it is not only limited to the course content, but also means the creation of various organizational and operational conditions in the process of planning, compiling (P)- implementing, developing (D)- evaluating (S) of the course content.³⁹ Curriculum management in the narrow sense, including the daily

³⁹ Qiquan Zhong, *Modern Curriculum Theory* (Shanghai: Shanghai Education Press, 2003).

management of school curriculum and school curriculum leadership, is the management of school to the following projects: school-based confirmation of curriculum objectives, school-based selection and combination of national curriculum and local curriculum, curriculum implementation and curriculum evaluation.⁴⁰ Curriculum management at the school level is relative to curriculum management at the national and local levels. Scholars define school curriculum management in this way, which refers to the management of all courses implemented by the school according to relevant national curriculum policies and the actual situation of the school.⁴¹ It contains two meanings: one is the effective implementation of national curriculum and local curriculum; Second, the reasonable development of school-based curriculum.



⁴⁰ Hongbing Peng, "Curriculum Management of the Principal in the Context of the New Curriculum," *Curriculum Teaching Methods*, no. 5 (2005): 71-76.

⁴¹ Zhongshu Yang, "Curriculum Management in Primary and Secondary Schools in China: Significance, Problems and Countermeasures," *Course. Teaching materials. teaching methods*, no. 7 (2003): 15-18.

Excellence School

Meaning of excellence school

Based on the research objectives of this thesis, it is important to define “excellence” first. The word "excellence" is often used in business books, such as the famous Book "In Search of Excellence". The word excellence was first used in enterprise management and is an important indicator to measure the success of an enterprise. “In Search of Excellence”⁴² is a book by Tom Peters and Robert H. Waterman Jr. First published in 1982, it sold 3 million copies in the first four years, making it the most widely published monograph in the United States between 1989 and 2006.⁴³ Excellence is a continuously moving target that can be pursued through actions of integrity, being frontrunner in terms of products services provided that are reliable and safe for the intended users, meeting all obligations and continuously learning and improving in all spheres to pursue the moving target.

What does excellence in education mean? Or what is educational excellence? Maybe we ask the question, “where are the “excellent schools”? Or what do you mean by the concept “excellent schools”?

⁴² Thomas J. Peters and H. Waterman Robert, *In Search of Excellence: Lessons from America's Best-Run Companies* (New York: Harper Business, 2004).

⁴³ Peters and Robert, *In Search of Excellence: Lessons from America's Best-Run Companies*.

Excellence has become the goal of many organizations to maximize quality through innovation. Used for business and projects.⁴⁴

"Excellence", is a commendatory word, this is certain. On an individual level, everyone has a concept of excellence in mind, which is one of the difficulties in defining the word. I opened a web browser, typed "excellence" into the search box, and googled "Definition of excellence," which tells you that it's hard to come up with a specific definition. A Google search for "Definition of excellence" returns 540.3 million results. If I change the search parameter to "Define excellence," that number drops to 490.8 million. If I go one step further and Google "Define Excellence in education," it returns 3,580,000 results. The dilemma is that, faced with such a broad definition, it is difficult for us as individuals to settle on a definition of excellence that everyone can identify with. One way to make that decision is to recognise that there are certain things we have to have before we can start talking about excellence.

⁴⁴ A. Svozilova, *Projektový Management* (Praha: Grada Publishing, 2011).

⁴⁴ Merriam-Webster, "Definition of Excellence," accessed October 5, 2023, <http://www.merriam-webster.com/dictionary/excellence>.

The Merriam-Webster Dictionary,⁴⁵ one of the oldest and best known, defines excellence as a noun denoting excellence or a worthy quality. It also means setting a high standard. So, if we follow the logic of the Merriam-Webster Dictionary, we begin to see that excellence means we need proof.⁴⁶

One of the features of the word "excellence" is that there is no finishing or end point, the need to constantly strive to be the best, the need to strive to reach

⁴⁵ Daniel T. Bloom, *The Excellent Education System Using Six Sigma to Transform Schools* (New York: Productivity Press, 2020).

⁴⁵ Bloom, *The Excellent Education System Using Six Sigma to Transform Schools*.

⁴⁵ Daniel T. Bloom, *The Excellent Education System Using Six Sigma to Transform Schools* (New York: Productivity Press, 2020).

⁴⁵ Bloom, *The Excellent Education System Using Six Sigma to Transform Schools*.

⁴⁵ Daniel T. Bloom, *The Excellent Education System Using Six Sigma to Transform Schools* (New York: Productivity Press, 2020).

such a goal, which means that as conditions change, so do the conditions required to achieve excellence. It requires us to reach new levels as conditions change.⁴⁷

Jeffrey Spear, in an article for the American Marketing Association titled *Defining Excellence*, said that trying to reach this consensus was entirely subjective, which added to the difficulty of our efforts. He also argues that excellence is, in a real sense, what we create to add value to what we create and validate our choices.⁴⁸

Carved on the wall of a building at West Point is the following: “Excellence is the result of Caring more than others think wise; Risking more than others think safe; Dreaming more than others think practical; Expecting more than others find possible.” This statement suggests that in order to achieve excellence, we must invest more in ourselves to be at our best as indicated by our ultimate goal.

Based on the above exploration of the definition of "excellence", I think it is our goal to pursue, no matter what field or industry you are in, to achieve first-class level, to obtain excellent results, you need to make continuous efforts, and this effort is endless.

⁴⁷ Bloom, *The Excellent Education System Using Six Sigma to Transform Schools*.

⁴⁸ Spear Jeffrey, “Defining Excellence,” accessed October 5, 2023, <http://www.studiospear.com/downloads/DefiningExcellence.pdf>.

Excellent school is a qualified school that serves as a reference for other schools. Excellent schools or what are often called effective schools. Excellent school can be understood as a qualified school defined in the field of education. The category of excellent implies the expectation of graduates on their ability, and the expectation of students, parents and society.⁴⁹

In the study of the definition of excellent school, it is first determined that excellent school is an effective school. Since the mid-1970s, two major trends have dramatically changed the way we now look at and manage schools. The first is called “the effective schools movement”, The second movement is a profound change in the field of educational management research in Britain, North America and Australia. It's a joint effort by several countries to rediscover how to create really excellent schools.⁵⁰

School Excellence is made up of three aspects: Excellence in Learning, Excellence in Teaching and Excellence in Leading. The NSW Department of Education has listed five elements of excellence in its School Excellence Framework. Contains:

⁴⁹ Endang Poerwanti, “Identification on the Excellence Value of Primary School in Malang,” *Advances in Social Science, Education and Humanities Research* 231 (2018): 599-601.

⁵⁰ Hedley Beare, Brian J. Caldwell, and Ross H. Millikan, *Creating an Excellent School: Some New Management Techniques* (London: Routledge, 2018).

1.Culture, A school of excellence sets out expectations for students, staff and parents, and regularly communicates this message to their community.

2.Wellbeing, According to Maslow's hierarchy of needs, this involves students' collective and individual needs, including but not limited to psychological, physical, belonging, self-esteem and self-actualization. School happiness revolves around the key ways in which different groups come together, engage and find satisfaction in their learning journey.

3.Curriculum and Learning, To provide students with high standards and fair academic opportunities.The NSW Department of Education states that, “curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.”

4.Assessment and Reporting, The ability and resources needed to effectively monitor, plan and report to parents on student performance are excelled at high-performing schools.

5. Student Performance Measures Schools that achieved excellence in the four categories already covered also tended to be successful in student performance. Their students excel in all areas of study.⁵¹

⁵¹ The Scots College, “School Excellence Framework,” accessed October 5, 2023, <https://scots.college/excellence-in-schools-five-defining-factors/>.

Significance of excellence school

Schools of excellence play a vital role in today's educational landscape. These schools strive to provide high quality education and produce outstanding students. This section explores the meaning of schools of excellence and their positive impact on students, the education system and society.

Excellence Schools have a profound meaning for students. First of all, these schools provide high-quality education, providing students with knowledge and skills to prepare them for the future. Second, schools of excellence create environments conducive to learning, provide students with valuable resources, stimulate their interest and unleash their potential. In addition, these schools often encourage students to actively participate in community service and leadership activities. Excellence Schools have a significant impact on the entire education system. First of all, schools of excellence, as beacons of education, set high standards and motivate other schools to improve the quality of education and student performance. Secondly, the successful experiences and best practices of excellent schools can be shared and promoted by other schools to promote the progress and development of the education system. In addition, schools of

excellence can cooperate with other institutions to promote the sharing of educational resources and mutual learning.⁵²

Excellent schools have a positive impact on society. First, it has cultivated a group of outstanding graduates who contribute high-level skills and professional knowledge to various fields to promote social development and progress. These talented people play an important role in promoting social progress. Second, excellent schools tend to build close ties with the community, engage in social service and charitable activities, and thus make a significant contribution to society. In addition, these schools attract students and scholars from home and abroad, promoting cultural exchanges and international cooperation.⁵³ Excellent schools are of great significance in the field of education. They not only provide students with high-quality education and opportunities for personal growth, but also have a positive impact on the education system and society as a whole. By pursuing excellence, other schools and educational institutions can improve the quality of education, thereby creating greater value for students and society.

⁵² Harvard University, *The Influence of Excellent Schools on Student Achievement* (Boston, MA: Harvard University, 2021).

⁵³ David J. Armor, Gary N. Marks, and Aron Malatinszky, "The Impact of School SES on Student Achievement: Evidence from U.S. Statewide Achievement Data," *Educational Evaluation and Policy Analysis* 40, no. 4 (2018): 613-30.

The School Excellence Framework, applied in Australia, is used to research Excellence practices in schools, with each School assessing their strengths and development opportunities to help them improve quality. It is a holistic educational practice that includes learning, teaching and leadership that contributes to sustainable development planning and mentoring methods.⁵⁴

The School Excellence Framework defines the essential components of best practice in the three areas of learning, teaching and leadership to help all public schools in New South Wales pursue excellence. Three categories, the framework lists 14 components that together define the essential functions of the three stages of excellence in schools.

1. Excellence in learning

The crucial period of kindergarten is where children begin their journey to excellence. Children will gain basic literacy and numeracy skills, in-depth subject knowledge, and grow, adapt, and become responsible citizens. Planning each child's unique learning path requires awareness of unique experiences, information and skills that the child brings to school _ information and skills. In order to engage participating students in a rich learning experience and help them develop the

⁵⁴ NSW Government, "School Excellence Framework," accessed October 5, 2023, http://currentreforms.weebly.com/uploads/2/6/9/9/26999857/school_excellence_framework.pdf.

essential skills to thrive now and in the future, teachers from the first day of school throughout the student's informative learning experience about each student's abilities and needs, helping them to develop essential skills, teachers pay great attention to the growth of each student from the first day of school.

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Table 1: Learning Culture

Themes	Excelling
High expectations	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
Transitions and continuity of learning	The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
Attendance	Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Table 2: Wellbeing

Themes	Excelling
Caring for students	The school is organized so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
A planned approach to wellbeing	The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
Individual learning needs	There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/careers
Behavior	Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Table 3: Curriculum

Themes	Excelling
Curriculum provision	The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.
Teaching and learning programs	Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
Differentiation	Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Table 4: Assessment

Themes	Excelling
Formative assessment	Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers.
Summative assessment	The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
Student engagement	Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.
Whole school monitoring of student learning	The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Table 5: Reporting

Themes	Excelling
Whole school reporting	The school uses a centralized system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
Student reports	Student reports are personalized and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.
Parent engagement	Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Table 6: Student performance measures

Themes	Excelling
Value-add	The school achieves excellent value-added* results, significantly above the value added by the average school.
NAPLAN	Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.
Student growth	The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data
Internal and external measures against syllabus standards	School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

2. Excellence in teaching

New South Wales Schools are characterized by consistently high levels of professionalism and dedication. Teachers regularly evaluate the success of their teaching methods, including comprehensive analysis of student engagement, learning growth and learning outcomes, in order to take care of each student to the next stage of learning.

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Table 7: Effective classroom practice

Themes	Excelling
Lesson planning	All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities
Explicit teaching	A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
Feedback	Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated
Classroom management	All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Table 8: Data skills and use

Themes	Excelling
Data literacy	All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
Data analysis	The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
Data use in teaching	Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness
Data use in planning	School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Table 9: Professional standards

Themes	Excelling
Improvement of practice	The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
Accreditation	A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.
Literacy and numeracy focus	All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Table 10: Learning and development

Themes	Excelling
Collaborative practice and feedback	The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.
Coaching and mentoring	Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
Professional learning	The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice
Expertise and innovation	Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success

3. Excellence in leading

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school

excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Table 11: Educational Leadership

Themes	Excelling
Instructional leadership	The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
High expectations culture	The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning
Performance management and development	The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process
Community engagement	The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Table 12: School Planning, Implementation and Reporting

Themes	Excelling
Continuous improvement	The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools
School plan	The school uses research, evidencebased strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement
Annual report	The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.

Table 13: School Resources

Themes	Excelling
Staff deployment	The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organizational best practice.
Facilities	The leadership team takes a creative approach to use of the physical environment to ensure that it optimizes learning, within the constraints of the school design and setting
Technology	Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems
Community use of facilities	The school collaborates with the local community where appropriate on decisions about – and access to – school assets and resources, delivering benefit to both the school and the community.
Financial management	Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Table 14: Management Practice and Processes

Themes	Excelling
Administrative systems and processes	The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.
Service delivery	Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.
Community satisfaction	The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community

School education is a system, the system to run normally, the quality of continuous improvement, there must be educational evaluation. The evaluation index system and its evaluation standards, like a ruler of weights and measures, must be scientific, suitable and appropriate, otherwise a miss will be as good as a mile.

Since the 1990s, based on standard era of improving quality education into people all over the world. Improve quality standards has become the pursuit of high quality education resources and the promotion of the new target of education efficiency. Results oriented can be used as the goal to promote students' all-round development as the objective, which are as education in the developed countries in the world the important orientation of reform .Although the quality of education is a dynamic concept that changes over time and geographically, and the quality and level of education are relative, relative does not mean the absence of standards.⁵⁵ Therefore, UNESCO encourages countries to develop standards that can be measured and conform to international definitions, Objective or target of high quality education evaluation index system, which has become an important symbol of a country's educational modernization and scientific management.⁵⁶

⁵⁵ Hechuan Sun, *International Comparative Study on Educational Supervision and Evaluation Index System* (Beijing: China International Press, 2019).

⁵⁶ Sun, *International Comparative Study on Educational Supervision and Evaluation Index System*.

Several of the countries in the international elementary education research, relevant Chinese author professor Sun Hechuan works are of great help to me, in Britain, the Netherlands, the United States, Singapore's education reform trends, trends and present situation, has carried on the detailed comparison and research of national education in primary and secondary schools to explore how to into academic excellence in dimensions. In order to enlighten and help the research of how to transform the research goal of this paper into "excellent primary school".

On 13 October 2020, the CPC Central Committee and State Council made public the Overall Plan for Deepening Educational Evaluation Reform in the New Era , ⁵⁷ unofficial translation of the Evaluation Reform Plan. The evaluation reform program aims to improve education governance and quality, support China's education modernization Plan 2035, and build China into an education powerhouse. The plan integrates assessment strategies across China's education system into one document. It covers all levels of formal education in China, including kindergarten

⁵⁷ Ministry of Education of China, "The Central Committee of the Communist Party of China and the State Council Issued the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era",” accessed October 5, 2023, http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/202010/t20201013_494381.html.

(children aged 3-6), primary and secondary education, vocational education and training, and higher education. It covers all people working in the education sector.

The evaluation reform plan contains five key tasks of education evaluation from now until 2035, including reform evaluation:

1. Party committees and governments, to improve the Party's overall of education and performance of duties
2. Institutions, to focus education on cultivating people with virtue/good moral character
3. Teachers, focusing on teachers' ethics as the primary criterion, and highlighting educational and teaching achievements
4. Students, to promote their morality, ability and all-round development, and
5. Talent recruitment, to create a good environment for education development.

For primary school, the Plan pays more attention to the all-round development and improvement of students, so as to realize "harmonious educational environment" and "modern school system with lighter academic burden and higher social satisfaction". The government formulates the quality evaluation standards for compulsory education and ordinary high school education.

China advocates quality-oriented education, "quality-oriented education evaluation is a value judgment on the conditions, process and results of quality-oriented education implementation according to the goals of quality-oriented education". Quality education is relative to exam-oriented education and put forward, because of their different value orientation, evaluation is different. "Exam-oriented education" to highlight the test as the center, in imparting knowledge and cultivating ability, the workbook, the deviations and problems as the main means of classroom teaching methods to teaching is given priority to, as long as "I tell you," the knowledge by heart, the pursuit of the value of the goal is to the score height, its evaluation method is based on examination as the only standard. In the development of people, because the "exam-oriented education" to entrance as a starting point, a senior middle education, learning quality pure measured by grades, to school, the teacher's evaluation is based on the discretion of the graduation rates as orientation, formed in the teaching process into the cultivation of the top students, not seeing or bottom in the training and guidance, make the education serve the minority students, Artificial differences in educational development. And quality education is the all-round development of the people for the value orientation, its evaluation method is different with "exam-oriented education" evaluation method, the construction of the evaluation mechanism of quality education is the key to implementing of the quality education, quality education

evaluation should include: the students' comprehensive quality evaluation, teachers' comprehensive quality evaluation of school comprehensive evaluation, etc.⁵⁸

According to the basic concept of humanistic management and the basic value orientation of school education management, the following management index framework is designed:⁵⁹

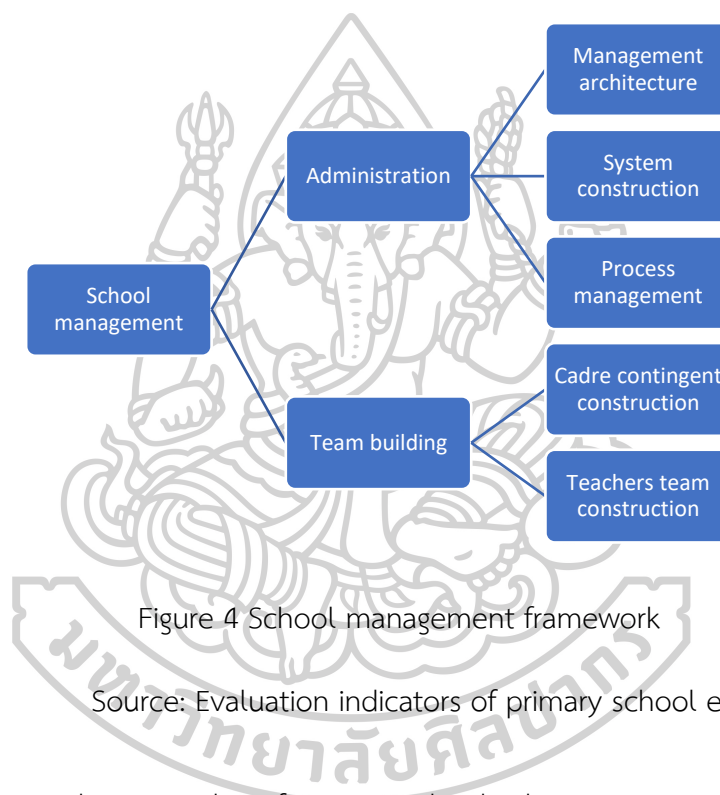


Figure 4 School management framework

Source: Evaluation indicators of primary school education

The evaluation index of primary school administration is designed as three secondary evaluation indexes and 18 tertiary indexes. The secondary indicators are

⁵⁸ Yaowei Zheng, "On Quality Education-Oriented Primary School Management," Master's thesis, Huazhong Normal University, 2022.

⁵⁹ Kuihua Gu et al., *A Study on the Evaluation Indicators of Primary School Education* (Beijing: Beijing Gundam Education Press, 2014).

"management structure" and "system building". There are nine three-level indicators under "management structure", six three-level indicators under "system construction" and four three-level indicators under "Process management".

School Excellence Model of Singapore

In 1997, Singapore put forward the national education ideal of "thinking school, Learning Nation", which has become the core concept leading the education reform. In this context, the Ministry of education of Singapore began to reform the management system of school supervision, trying to separate school evaluation from supervision, so as to give schools greater autonomy in running schools.

The Ministry of education of Singapore strengthened cooperation with the Bureau of productivity and standards, and completed a new school evaluation standard - School Excellence Model (SEM) in 1999 with reference to SQA, the excellence model of the European quality management foundation and the performance excellence education standard of the national quality award of the United States. As a standard formulated and implemented by the national education administrative department, Singapore school excellence model has strong policy nature and is recommended to schools in the national education system for general implementation. By 2006, about 355 schools across the country had been assessed at least once.

All schools implement the school evaluation model transformed from the business model, which is rare in the world. SEM has its uniqueness in the establishment of index system, scoring method, evaluation method, management mechanism and relevant supporting measures, which represents a new trend of school evaluation. The study of this model and its reference are of practical significance to the development and improvement of China's school evaluation system.

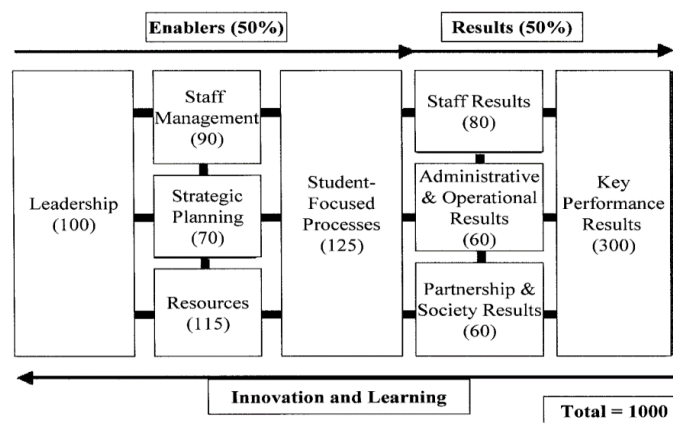


Figure 5 Excellent Performance Model

Source: Tee Ng, P., & Chan, D., "A comparative study of Singapore's school excellence model with Hong Kong's school-based management," *International Journal Of Educational Management*, 22(6):488-505.

Education has long been recognized as pivotal to the task of nation-building and in bringing about economic development and social cohesion in Singapore. Faith in the power of education to bring about social change displayed by the government soon after Singapore gained independence in 1966 continues till today. In 1966, the then Prime Minister of Singapore, Mr. Lee Kuan Yew spoke about

the importance of education in bringing about qualities of leadership at the top and qualities of cohesion on the ground with a "pyramidal structure of top leaders, good executives, and a well-disciplined civic conscious broad mass". In 2001, the Prime Minister of Singapore, Mr. Goh Chok Tong at a Teachers' Day Rally on the 31 August spoke of the importance of education as the key to our national survival as Singapore does not have any natural resources and hence must count on the "skills and resourcefulness of our people". With that faith is a strong commitment on the part of the Government of Singapore to invest heavily in education. In spite of the bleak economic outlook in 2001, the government promised to spend more on education, increasing it to 4.5% of GDP from the current 3.6%.

SEM is a good and high quality education system. Singapore together with Korea and Japan are at the top of the list of top performers in the world's largest comparative study of student achievement in math and science based on the standardized test scores of students from 40 countries in the Trends in International Mathematics and Science Study or TIMSS. According to the National Assessment of Educational Progress (NAEP), Singapore's success can be attributed to a synergy of rigorous curriculum, properly trained teachers and high levels of parental involvement in their children's schooling. The SEM contains nine dimensions:

Leadership: How school leaders and the school's leadership system address values and focus on student learning and performance excellence; and how

the school addresses its responsibilities towards society. It has five aspects school leaders and the school's leadership system address values focus on student learning focus on student performance excellence the school addresses its responsibilities towards society.

Strategic Planning: How the school sets clear stakeholder-focused strategic directions; develops action plans to support its directions, deploys the plans and tracks performance. It has five aspects the school sets clear stakeholder-focused strategic, directions, develops action plans to support its directions, develops action deploys the plans, tracks performance.

Staff Management: How the school develops and utilizes the full potential of its staff to create an excellent school. It has one aspect: the school develops and utilizes the full potential of its staff to create an excellent school.

Resources: How the school manages its internal resources and its external partnerships effectively and efficiently in order to support its strategic planning and the operation of its processes. It has four aspects: the school manages its internal resources to support its, strategic planning, external partnerships effectively efficiently, in order the operation of its processes.

Student-Focused Processes: How the school designs, implements, manages and improves key processes to provide a holistic education and works towards enhancing student well-being. It has five aspects: dedicated to enhancing students'

physical and mental, health, design the key process of school reform to provide, students with comprehensive education and improve, students' well-being.

Administrative and Operational Results: What the school is achieving in relation to the efficiency and effectiveness of the school. It has two aspects: the school is achieving in relation to the efficiency, the school effectiveness.

Staff Results: What the school is achieving in relation to the training and development, and morale of its staff. It has three aspects: the school is achieving in relation to the training, the school is achieving in relation to the development, the school is achieving in relation to the morale of staff.

Partnership and Society Results: What the school is achieving in relation to its partners and the community at large. It has two aspects: the school is achieving in relation to its partners, the school is achieving in relation to the community at large.

Key Performance Results: What the school is achieving in the holistic development of its students, in particular, the extent to which the school is able to achieve the Desired Outcomes of Education. It has two aspects: the school is achieving in the holistic development of its students, the extent to which the school is able to achieve the desired outcomes of education.⁶⁰

⁶⁰ Pak Tee Ng and David Chan, "A Comparative Study of Singapore's School Excellence Model with Hong Kong's School-Based Management," *International Journal of Educational Management* 22, no. 6 (2008): 488-505.

Basic information of Primary school in Taiyuan city

Taiyuan city

Taiyuan, the capital of Shanxi Province, is the political, economic, and cultural and information center of the province. Since its founding in 497 BC, the city has a long history of more than 2,500 years. Taiyuan education also has a long history. In feudal society, private schools and enlightening schools were all over the city, thoroughfares and countryside. In the Ming and Qing dynasties, academies and schools were established. In modern times, colleges and universities such as Shanxi University and Women's Normal School pioneered higher education in China. In history, Taiyuan has not only produced many famous emperors, generals and ministers, but also many famous scholars and scholars. It can be said that outstanding people and talented people come forth in large numbers, which is the proof that Taiyuan has always attached great importance to education. After the founding of New China, especially since the reform and opening up, Taiyuan Education ushered in a new spring. Under successive municipal party committee, municipal government attaches great importance to the education industry in Taiyuan has rapid development, Taiyuan ushered in the new education career, under the successive municipal party committee, municipal government attaches great importance to the education industry in Taiyuan has rapid development of preschool

education, basic education, vocational and technical education, adult education, higher education and lifelong education has made remarkable achievements.

The number of primary schools and personnel

According to the statistics of Tianjin Kuang Wei Network Technology Co., LTD., the Number of full-time Teachers in Ordinary Primary Schools in Taiyuan, Shanxi Province three-year Data Special Report 2020 Edition by 2019, There were 19,986 full-time teachers in Taiyuan.

Statistical Bulletin of Taiyuan National Economic and Social Development in 2021⁶¹ It is announced that there are currently 417 primary schools in Taiyuan city, There are 371 public primary schools and 46 private primary schools.

Table 15 : Number of full-time teachers in Taiyuan

Region	Indicators	Number
Taiyuan city	Public primary school	371
	Private primary school	46
	Full-time teachers in public primary schools	19986

Source: Tianjin Kuang Wei Network Technology Co., LTD

Current situation of education development in Taiyuan

According to the 13th Five-year Plan for the Development of National Education, the 13th Five-year Plan for the development of Education of Shanxi

⁶¹ Taiyuan Municipal People's Government Portal, “Statistical Communiqué of National Economic and Social Development of Taiyuan City in 2021,” accessed October 5, 2023, <http://www.taiyuan.gov.cn/>.

Province, and the 13th Five-Year Plan for national Economic and Social Development of Taiyuan, the 14th Five-Year Plan for education of Taiyuan will be launched in 2021.

Since the "13th Five-Year Plan", Taiyuan has implemented education reform in an all-round way, making every effort to promote the equalization of compulsory education, the characteristics of running schools, the information of education and teaching, the high quality of education, the systematization of all kinds of education and the internationalization of the world, effectively promoting education equity, comprehensively improving the quality of education and teaching, and the education has entered a new stage of development.

In 2020, Taiyuan invested 13.117 billion yuan in education, an increase of 61.68% compared with 8.113 billion yuan in 2015, and the education expenditure in the general public budget increased year by year.

In this plan, Taiyuan will continue to realize the balanced development of quality compulsory education. The gross enrollment rate of primary and middle school-age children was 100 percent, and the retention rate of nine-year compulsory education reached 98 percent. We have basically achieved the goal of integrating urban and rural compulsory education reform and development within counties, achieved balanced quality development of compulsory education in 30 percent of counties, county-level cities and districts, and ensured that more than 95 percent of

students receiving compulsory education have access to local schools. It plans to build 30 new schools and 60, 000 new degrees by 2025. We will improve the distribution of primary and secondary schools in rural areas, maintain and run necessary small-scale rural schools, encourage the concentration of primary schools in towns and townships and secondary schools in county towns, and continue to improve the conditions for running township schools. We will optimize the "Taiyuan Compulsory Education enrollment Service system", speed up the construction of collectivized schools, school district-oriented governance and urban and rural community, implement the plan to create a balanced and high-quality compulsory education at the county level and the plan to build warm rural campuses, and run every school on our doorstep well, so as to create conditions for students' all-round and personalized development.⁶²

Related Research

Ng Pak Tee researches study on “Singapore school and the school excellence model”, The finding shows that target of to make the Singapore schools excellent schools. Since 2000, there has been a shift in the appraisal process for schools to support the excellent schools’ campaign. Presently, schools are required to conduct self-appraisal utilizing the School Excellence Model (SEM), which draws

⁶² Taiyuan Municipal People's Government Portal, “Statistical Communiqué of National Economic and Social Development of Taiyuan City in 2021.”

inspiration from a business excellence model. Ng Pak Tee's research examines the SEM, its significant implications for school leadership and management in Singapore, and the remaining areas that need attention during the model's implementation. Notably, school leaders should prioritize the essence rather than the superficial aspects of the SEM, adopt a systemic approach to enhance quality in schools, and serve as pioneers by being the first to believe in and practice the principles of this movement. In Ng Pak Tee's research, we delve into the School Excellence Model (SEM) and explore its impact on school management. Additionally, he also reminds us that the implications and challenges that arise from the implementation of the SEM.

The primary goal of the SEM is to establish an objective framework for identifying and measuring the strengths and areas requiring improvement within schools. Moreover, it facilitates benchmarking against similar schools, thereby fostering improvement initiatives that have the potential to enhance the overall quality of the school and, ultimately, the education system as a whole.

The integration of the SEM into the Singapore education system carries significant implications for school leadership and management. Amidst a backdrop of intense inter-school competition, it is crucial for school leaders to align their mental models with the purpose of the SEM as a self-appraisal tool, rather than viewing it as another avenue for competing between schools. The holistic nature of the SEM also

necessitates a systemic approach to school management. The explicit requirements outlined in the SEM for achieving excellence imply that school leaders must exhibit a heightened level of leadership to elevate schools to new heights of excellence.

Ng Pak Tee claims that It may take several years to determine whether the SEM has achieved its intended outcomes. What would be beneficial is conducting a longitudinal study to assess the impact of the SEM on school practices and culture in Singapore. The findings from this research will offer policymakers and researchers a deeper understanding of how a quality framework combined with self-assessment can bring about changes in the education system. In most cases of change, altering structures and systems is usually easier than transforming the culture. However, there is hope that the SEM, serving as a platform, can influence the culture positively. The pursuit of school excellence remains primarily within the domain of schools. The school leadership team must be the first to believe in and practice the principles of an excellent school. The driving force behind the change must be willing to change themselves first. Otherwise, school excellence becomes mere lip service, regardless of how well the SEM scores turn out. The groundwork will be established, systems will be implemented, and awards and trophies will be

displayed. The requirements of the system will be fulfilled. However, the true spirit of school excellence will be absent.⁶³

Ng Pak Tee in another of his paper “A comparative study of Singapore’s school excellence model with Hong Kong’s school-based management” that This paper compares the development of education quality assurance and decentralization in Singapore and Hong Kong, and discusses how these strategies can meet the impact and challenges brought by the new managerial paradigm while meeting the quality assurance requirements. The article analyzes the impact of central decentralization methods, education marketization, and performance indicators on decentralization in two regions, as well as the use of school leaders, teachers, and quality models. The article points out that both regions have adopted the method of central decentralization, but their intentions are different. Education marketization emphasizes the basic trends of fierce competition and performance appraisal. To use the quality model profitably, the main challenge will be for schools to meet the spirit of the law rather than the provisions of the law. This article provides a reference for other developing countries to understand how to lead the change of school system through quality framework, self-assessment and external inspection, and the possible positive and negative impacts. Through his research that

⁶³ Ng Pak Tee, “The Singapore School and the School Excellence Model,”

we have made it clear that, Both Singapore and Hong Kong are facing similar challenges in the international economic arena and both have chosen to adopt a new managerialism philosophy and decentralize power in their education system to meet the economic challenge. Both the Singapore and Hong Kong governments are pragmatic governments. For Singapore, decentralization is for the purpose of promoting flexibility and innovation within schools and centralization is for ensuring that schools are held accountable for quality education and results. For Hong Kong, centralization is for strategic control and decentralization is for efficiency in exercising that control while allowing schools operational autonomy with given parameters. Definitely, SEM/SBM has brought about change in the education system and forced the pace of school-based reform to meet new economic realities. However, the experiences of both Singapore and Hong Kong also suggest common lessons for other states to note. While the notions of “quality education”, “school excellence” and “school autonomy” are laudable aims, on closer inspection, the underlying dynamics of fierce competition and accountability through performance indicators also mean that the very notion of “educational excellence” may be compromised. While education decentralization can potentially be a powerful platform for change, the main challenge will be to satisfy the spirit of the law rather than the letter of the law. What will be profitable is to have a longitudinal research to examine and compare the impact of the SEM and SBM on school practices and culture in

Singapore and Hong Kong respectively. The information generated through the research will provide both policy makers and researchers a better understanding of how a quality framework coupled with self-assessment and external inspections can lead to changes in the school system, both positive ones and undesirable side-effects.⁶⁴

Christine Kim-Eng Lee of researches, study on “Towards Excellence in Education: The Singapore Experience”. The finding shows that the policies and initiatives implemented by the Singapore government in the field of education, as well as the evolution of Singapore's education system and the challenges it faces. This paper emphasizes the key role of education in Singapore's national construction and economic development, and discusses the lessons that other countries can learn from Singapore's educational experience. This article mainly introduces the evolution and development of Singapore's education system, as well as the policies and measures implemented by the government in the field of education. Singapore's education system is a national school system, with English as the main language of instruction, and all schools follow a unified curriculum standard. By investing heavily to improve the IT skills of teachers and IT facilities in schools, the government will try to improve the quality and level of education. The article also discusses the

⁶⁴ Tee Ng and Chan, “A Comparative Study of Singapore's School Excellence Model with Hong Kong's School-Based Management.”

challenges faced by Singapore's education system. In conclusion, this article emphasizes the key role of education in Singapore's national construction and economic development.⁶⁵

Shda Ibrahim Faraj of researches, study on “Assessing Excellence Management in the Light of the European Excellence Model at Taif University”. The main findings of the study on excellence management at Taif University were that there were statistically significant differences in the score of management of excellence for Taif University in the light of the EFQM from the point of view of the sample members in reference to the variables of gender, academic rank, and years of experience. However, no statistically significant differences were observed in the total score for the practice of excellence management at Taif University considering the EFQM from the point of view of the study sample members in reference to the variables of type of college and number of training programs. The study recommended that the university increase efforts to attain a higher level of excellence management practice considering the EFQM. According to the study, the sample members' gender, academic rank, and years of experience had a statistically significant effect on their perception of the university's management practices. Specifically, the study found that there were statistically significant differences in the

⁶⁵ Christine Kim-eng Lee, *Towards Excellence in Education: The Singapore Experience* (Singapore: National Institute of Education, 2019).

score of management of excellence for Taif University in the light of the EFQM from the point of view of the sample members in reference to these variables. However, the study did not find any statistically significant differences in the total score for the practice of excellence management at Taif University considering the EFQM from the point of view of the study sample members in reference to the variables of type of college and number of training programs. The study recommended that Taif University increase efforts to attain a higher level of excellence management practice considering the EFQM. However, the study did not provide specific recommendations on how the university should achieve this goal.⁶⁶

Endang Poerwanti of researches, study on “Identification on the Excellence Value of Primary School in Malang”. This article is a research report on the values of excellence in primary schools in Malang, Indonesia. The research aims to explore stakeholders' views on schools of excellence, from the achievement of national education standards to the quality of human resources and extracurricular activities, revealing various factors that affect school excellence. The article mentions the mission and vision of the school, the importance of professional principals and teachers, extensive and balanced courses, campus environment conducive to

⁶⁶ Shda Ibrahim Faraj, “Assessing Excellence Management in the Light of the European Excellence Model at Taif University,” *International Journal of Education and Literacy Studies* 6, no. 4 (2018): 175-86.

students, friendly student relations, parents' satisfaction, school culture, teachers' professional quality, parents' participation and other factors to the excellence of the school. The article also mentions some suggestions on how to improve school excellence, such as improving teachers' professional quality, strengthening parents' participation, and establishing clear curriculum goals and plans. Qualitative and quantitative data, including questionnaires and interviews, were used in the study.

The research used a combination of qualitative and quantitative methods to collect data. The data collection methods included Focus Group Discussion (FGD), in-depth interviews, observation, questionnaires, and documentation. These methods were used to gather information from principals, teachers, administrative staff, students, and parents of 10 selected excellent primary schools in Malang city, Indonesia.

According to the research, the perceptions of parents, teachers, and principals differ when it comes to school excellence. The study found that parents believed that an excellent school relies on good student services, discipline, complete learning facilities, and a variety of extracurricular programs. Teachers and principals, on the other hand, believed that school excellence can be seen from the quality of human resources and a vivid work program. They also believed that the teacher is the spearhead of the success of learning, while the principal is the central

power in the development of quality culture. The role of teachers in creating the school culture has a great impact on the learning process.

The study identified 10 excellent primary schools in Malang city, Indonesia based on the criteria outlined in the study. However, the names of these schools were not mentioned in the research report. The selection of these schools was based on the consideration of the education office and reckoning schools' quality, the distribution of location, and the schools' status (state and private). The research collected data from principals, teachers, administrative staff, students, and parents of these 10 selected excellent primary schools.⁶⁷

Konstantina Tasopoulou, George Tsiotras of researches, study on "Benchmarking towards excellence in higher education". This article is a study on how to achieve excellence in higher education through benchmark evaluation. The article introduces the concept and application of benchmark evaluation, as well as cases of successful benchmark evaluation initiatives in higher education. The article also explores how to use benchmark evaluations to help organizations improve performance and achieve excellence. The article mentions some ways to achieve excellence in higher education through benchmarking, including:

⁶⁷ Faraj, "Assessing Excellence Management in the Light of the European Excellence Model at Taif University."

1. Identify key performance indicators and compare them with other institutions to determine their own strengths and weaknesses.

2. Learn the best practices of other institutions and apply them to your own institutions.

3. Improve the performance of teaching, research and student service through benchmarking.

4. Establish a baseline evaluation plan to ensure that the organization can continuously improve and achieve excellence.

In a word, through benchmarking, higher education institutions can understand their own performance and learn from the best practices of other institutions to improve their performance and achieve excellence.

Benchmarking is a process of comparing an organization's performance metrics with those of similar organizations or industry leaders in order to identify areas for improvement and best practices. In higher education, benchmarking can be applied to assess an institution's performance in areas such as teaching, research, and student services, and to identify areas for improvement. By comparing their performance with that of other institutions, higher education institutions can learn from best practices and improve their own performance.

Benchmarking can help institutions improve their performance and achieve excellence in several ways. Firstly, benchmarking allows institutions to identify their strengths and weaknesses by comparing their performance metrics with those of similar institutions or industry leaders. This helps institutions to focus on areas that need improvement and to learn from best practices. Secondly, benchmarking can help institutions to set performance targets and track their progress towards achieving them. This helps to ensure that institutions are continuously improving and striving for excellence. Finally, benchmarking can help institutions to build a culture of quality and excellence by promoting a focus on performance improvement and a commitment to learning from best practices.⁶⁸

"Leading An Elementary School To Excellence: A Reflect Essay ", this essay is a reflective one. Author Christine L. McCarron shares her insights on how education leaders can have a positive impact on schools and students. Education leaders need to constantly revisit school structures and approaches, incorporating the latest research on the brain and learning as well as changing technological advances and political demands to find powerful and comprehensive ways to perceive and describe temporal trends and patterns. The article emphasizes that in order to achieve education reform, it is not only necessary to rely on a single plan, strategy or

⁶⁸ Konstantina Tasopoulou and George Tsiotras, "Benchmarking Towards Excellence in Higher Education," *Benchmarking* 24, no. 3 (2017): 617-34.

requirement, but also to think and act comprehensively from a broader perspective.⁶⁹

Summary

It can be seen from the above literature and research that many experts at home and abroad have conducted detailed research on excellence. It was first applied in business and later formed a standard of excellence in education. The school implements excellent management and improves the school with an excellent education system. There are some differences between Chinese and foreign perceptions of excellence. Although the term "excellent school" is also used in China, it is only used as an adjective to express that it is a good school, without forming a certain development model. Moreover, the definition of educational effectiveness in China lacks statistical analysis based on theory. Based on the advanced educational development model and evaluation criteria, foreign scholars have made very mature research results on the definition and development model of excellent schools. Modern education in China started late, and there are few studies on excellent schools in the context of Chinese education. Therefore, based on the Singapore model of excellence, this study will explore and analyze the nine

⁶⁹ Christine L McCarron, "Leading an Elementary School to Excellence: A Reflective Essay," Master's thesis, University of Northern Iowa 2004.

dimensions of the theory to find the model of excellence suitable for the development of schools in second-tier cities in China Taiyuan.



Chapter III

Research Methodology

This study takes the principals and teachers of public primary schools in Taiyuan as the research objects. The purpose of this thesis is as follows: To identify the level of primary school administration towards excellence in Taiyuan city. And to confirm the factors of primary school administration towards excellence in Taiyuan city with the empirical data. The sample was 382 principals and teachers. An opinionnaire is a research tool that consists of two parts. The first part is a checklist that asks about the status of the sample, such as gender, age, and educational background. The second part is the factors of school excellence.

Research Procedure

The researcher divided research procedure into 3 stages as following:

Stage 1: Preparatory stage

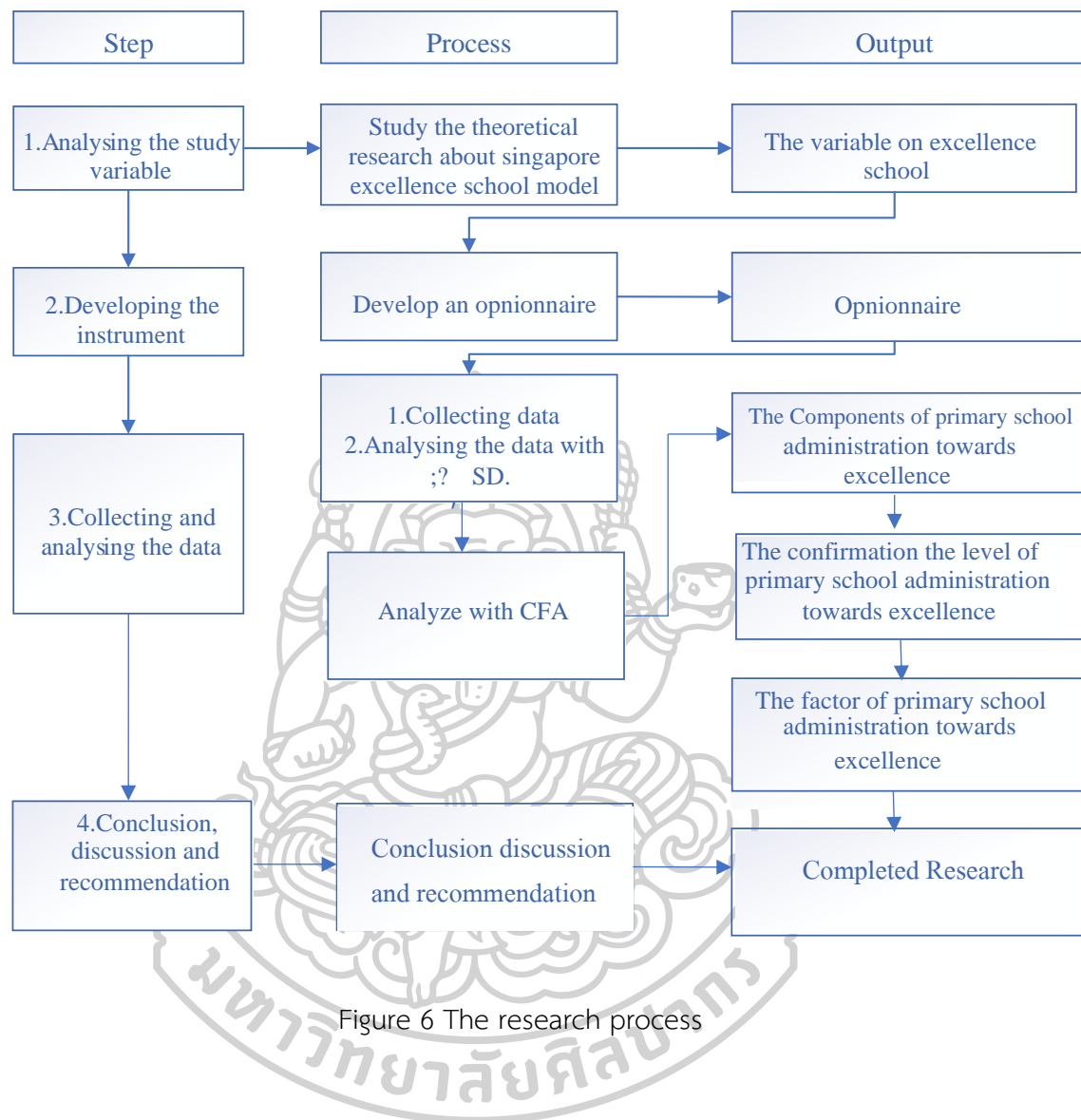
Graduation thesis is clearly a need to research projects independently, and in the process of completing is head of the need for thesis writing time and schedule, first choose interested research field and the research question, then own independent within the time prescribed a few months to finish the research project set by researcher. Researcher searched for relevant academic articles and books from Google and CNKI to design research frameworks and proposals.

Stage 2: research process

The research process at this stage is divided into four steps.

Firstly, the research data was obtained by means of opinion naive. Next, statistical analysis is used to analyze the data. Use descriptive statistics to understand the basics of the data, such as arithmetic mean, standard difference, etc. Through these analyses, key factors affecting school performance can be identified. Based on the results of the data analysis, the researcher may make some suggestions to improve the education system. They may suggest improved opportunities for teacher training and development to improve their teaching. They may also suggest improvements to the curriculum to better meet students' learning needs. In addition, they may propose other reform measures, such as increasing school resources and improving school

Facilities. CFA was used to evaluate the validity and feasibility of the study results. In summary, this research process aims to assess the success factors of the Singapore school excellence development model in terms of practice development applicable to Taiyuan City by collecting data, analyzing the results and making recommendations.



Stage 3: Research Written Report

The main conclusions and countermeasures are drawn from the research, and the researchers summarize and report the findings, and make improvements based on the suggestions and suggestions of the consultants.

Research Methodology

In order to achieve the purpose of the research, the researcher defines the details of the research methodology, including: research design, population, samples, respondents, research variables, instruments, construct and develop instrument, data collection, data analysis and, statistics.

Research Design

According to primary school situations of Taiyuan that the ordering a questionnaire to a sample of respondents. Designated the primary school's Principal and teacher respondents for data collection and analyzed with computer package. This study is multiple research combined the CFA technique. The research designs apply the one-shot, non-experimental case study, that figure was following.

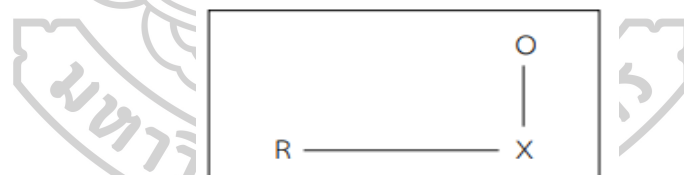


Figure 7 Research Design

Note: R mean samples sampled by stratified random sampling

X mean study variables

O mean results from data

Population

The population of this research were 371 public primary schools in Taiyuan City. As of 2022, Taiyuan has jurisdiction over 10 districts. They are distributed by region as follows : 47 schools in YingZe, 44 schools in XiaoDian, 63 schools in XinHuaLing, 39 schools in JianCaoPing, 65 schools in WanBaiLin, 21 schools in JinYuan , 25 schools in Qingxv, 13 schools in Yangqu, 16 schools in Loufan and 38 schools in Gujiao.

Sample

Researcher use the Krejcie and Morgan's Table to state the sample size and do sampling technique with stratified random sampling, separate the sample by districts. The samples are 191 public primary schools in Taiyuan where separate in 10 districts are as follow; 27 schools in YingZe, 27 schools in XiaoDian, 39 schools in XinHuaLing, 23 schools in JianCaoPing, 43 schools in WanBaiLin, 6 schools in JinYuan , 11 schools in Qingxv, 2 schools in Yangqu, 2 schools in Loufan and 11 schools in Gujiao.⁶⁹

⁶⁹ Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.

Respondents

In this study, two different roles were selected for research. Each school consists of one principal, and one teacher in totally of 382 respondents. As a unit of analysis in Table 16.

Table 16 : Population, Samples and Respondents

	Population (School)	Sample (School)	Respondent		Total
			School principal	School teacher	
YingZe	47	27	27	27	54
XiaoDian	44	27	27	27	54
XinHuaLing	63	39	39	39	78
JianCaoPing	39	23	23	23	46
WanBaiLin	65	43	43	43	86
JinYuan	21	6	6	6	12
Qingxv	25	11	11	11	22
Yangqu	13	2	2	2	4
Loufan	16	2	2	2	4
Gujiao	38	11	11	11	22
Total	371	191	191	191	382

Studied variables

The variables of this research were consisted of the basic variables and the studied variables as follow:

1. The basic variables were the personnel status of samples, such as gender, age, Working Experian, Education background, title.

2. The studied variables were evaluation criteria of excellent

schools based on Singapore School of Excellence model: 1) Leadership factor to the primary school towards excellence, 2) Strategic Planning factor.

3. to the primary school towards excellence, 3) Staff management factor to the primary school towards excellence, 4) Resources factor to the primary school towards excellence, 5) Student-Focus process factor to the primary school towards excellence, 6) Administrative and operational results factor to the primary school towards excellence, 7) Staff results factor to the primary school towards excellence, 8) Partnership and society results factor to the primary school towards excellence and 9) Key performance results factor to the primary school towards excellence.

Instrument

The instrument for collecting the data is an opinionnaire. It consists of 2 parts that was presented below.

Part I of the opinionnaire is a checklist form and ask for the status of the samples such as gender, age, working experienter and educational background and Title.

Part II of the opinionnaire ask about teacher performance based on Likert scale.⁷⁰ The researcher weighs the score of each scale as follows:

- 5 scores indicate teacher performance is at the highest level
- 4 scores indicate teacher performance is at high level
- 3 scores indicate teacher performance is at moderate level
- 2 scores indicate teacher performance is at low level
- 1 score indicates teacher performance is at the lowest level

Developing instrument

The researchers constructed the opinionnaire in the following three steps:

1. Step 1: To develop opinionnaire consists of two parts. The first part is about the basic information of the sample, such as: gender, age, working time, education, title. The second part was the influencing factors of primary school administration towards excellence.
2. Step 2: To verify the opinionnaire to 2 experts who are very familiar with the primary school administration for demonstration, so as to prove the validity of the opinionnaire content.
4. Step 3: To send the opinionnaire to 30 samples for trial to prove the reliability of the opinionnaire.

⁷⁰ R. Likert, "A Technique for the Measurement of Attitudes," *Archives of Psychology* 22, no. 140 (1932): 55-55.

Data Collection

For this research, all of the data was collected by; to sending the opinionnaire by short message service or online questionnaire software (Credamo or Survey Monkey) or social media such as WeChat, and to collect the data from these sources.

Data Analysis

When all the data had been collected, used computer package describe the analysis and used Amos for CFA. Descriptive statistics like frequency, percentage, means, and standard deviation and confirmation for CFA.

All the tests in this section were conducted using Analysis of Moment Structure (AMOS). Firstly, the model fit was assessed by Normed χ^2/df value. In addition, model fit indices like Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Adjusted goodness of Fit Index (AGFI), and Root Mean Square Error of Approximation (RMSEA) were also used to assess the model fit for the current study. Once the model was deemed fit, AMOS was utilised to assess the significance and the strength of the proposed hypotheses in the study.

The main purpose of undertaking confirmatory analysis was to validate the items used in the study. These items were subjected to a series of validity checks like fit indices and unidimensionality assessment and discriminant validity. It is an important criterion for all the items to go through this analysis before proceeding to the hypotheses testing in the proposed model. Once it has been validated by the

assessment mentioned above, another round of construct reliability assessment was conducted.

Statistical used

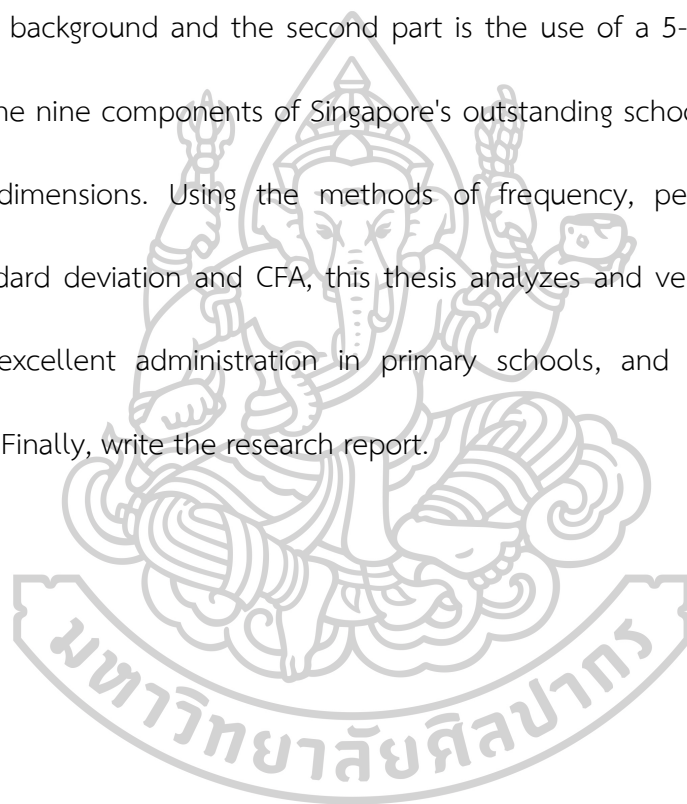
In the process of data analysis in the research, Microsoft Excel is used to conduct preliminary processing of the collected data, delete the missing values and abnormal values, and carry out simple data sorting.

1. Frequency and Percentage use for determining the status of sample.
2. Confirmatory Factor Analysis (CFA), CFA is used to test the degree of fit of theoretical models in real-world data to verify theoretical hypotheses and provide a basis for subsequent research. The collected data is used to estimate the CFA model using AMOS software to obtain estimates of each parameter in the model. Perform fit tests, comparing χ^2/df , Value P, GFI, AGFI, CFI, RMSEA to assess how well your model fits the observed data. If the model does not fit, model modifications may be required.

Summary

This study adopts a descriptive approach, using a one-time non-experimental case study. The purpose of this study is to study the influence of the nine dimensions under the Singapore Excellence School Model theory on excellence schools, and confirm the factors that are suitable for the trend of excellence in public primary schools in Taiyuan through verification. The subjects of this study are

principals and teachers of public primary schools in Taiyuan City, and the samples of this study are 382 principals and teachers. Stratified random sampling was adopted, according to the administrative region of Taiyuan, and the data collection tool was opinionnaire. The opinionnaire was divided into two parts. The first part is the basic information statistics of the respondents' age, gender, working experience and educational background and the second part is the use of a 5-point Likert scale to ask about the nine components of Singapore's outstanding schools and their specific secondary dimensions. Using the methods of frequency, percentage, arithmetic mean, standard deviation and CFA, this thesis analyzes and verifies the influencing factors of excellent administration in primary schools, and draws the research conclusion. Finally, write the research report.



Chapter IV

Data analysis and interpretation

This chapter was going to analyze the data and interpretation based on the objective of the study, the data was collected from 191 public primary schools in Taiyuan City which 382 respondents. This number was 100% of the opinionnaire distributed. The measures were computer programs to calculate those data and present them in the form of a table and their interpretations in 2 parts.

Part 1: Analysing the components of primary school administration towards excellence in Taiyuan city.

Part 2: The confirmation of primary school administration towards excellence of factors

The respondents were school principals and teachers from public primary schools in Taiyuan City, with a total of 382 respondents. That information were presented in Table 17

Table 17 : Basic information of respondents

Information	Item	Frequency	Percent
Gender	Male	211	55.20
	Female	171	44.80
	Total	382	100
Age	20-30 years old	82	21.50
	31-40 years old	73	19.10
	41-50 years old	88	23.00
	51-60 years old	62	16.20
	61-70 years old	77	20.20
	Total	382	100

Information	Item	Frequency	Percent
Working experience	1-10 years	217	56.80
	11-20 years	90	23.60
	21 years or more	75	19.60
	Total	382	100
Education Background	Undergraduate	232	60.70
	Master	150	39.30
	Total	382	100
Title	Principal	191	50.00
	Teacher	191	50.00
	Total	382	100

From table 17, shows that there were 382 respondents, they were 171 female with 44.80 percent and 211 male with 55.20 percent. Most of them were at the age of 41-50 years old respondents on 23 percent, the age of 20-30 years old respondents on 21.50 percent, the age of 61-70 years old respondents on 20.20 percent, the age of 31-40 years old respondents on 19.10 percent, the age of 51-60 years old respondents on 16.20 percent. Their working experience is mostly at 1-10 years. The education degree holders were bachelor with a number of 232 respondents on 60.70 percent, Master with a number of 150 respondents on 39.30 percent. Their position for principal was 191 respondents with 50.00 percent and 191 teachers with 191 respondents with 50.00 percent.

Part 1. Analysing the components of primary school administration towards excellence

The analysis on the factors of primary school administration towards excellence in public primary schools in Taiyuan city were presented in Table 18-27

Table 18 : The factors of primary school administration toward excellence as a whole

(n=382)

Factors	\bar{X}	SD	Level
Leadership	3.15	0.951	1
Strategic Planning	3.14	0.951	2
Staff Management	3.09	1.121	3
Resources	3.06	1.076	4
Student Focused Processes	3.03	0.962	5
Partnership and Society Results	3.03	1.036	6
Staff Results	3.03	1.014	6
Key Performance Results	2.92	1.065	8
Administrative and Operational Results	2.80	1.179	9

From Table 18 it shows that the factors on primary school administration towards excellence on Leadership in was at 1 level with automatic mean of 3.15 and standard deviation of 0.951, Strategic Planning dimension in was at 2 level with automatic mean of 3.14 and standard deviation of 0.951, Staff Management dimension in was at 3 level with automatic mean of 3.09 and standard deviation of 1.121, Resources dimension in was at 4 level with automatic mean of 3.06 and standard deviation of 1.076, Student Focused Processes dimension in was at 5 level with automatic mean of 3.03 and standard deviation of 0.962, Partnership and Society Results dimension in was at 6 level with automatic mean of 3.03 and standard deviation of 1.036, Staff Results dimension in was at 6 level with automatic mean of 3.03 and standard deviation of 1.014, Key Performance Results dimension in was at 8 level with automatic mean of 2.92 and standard deviation of 1.065,

Administrative and Operational Results dimension in was at 9 level with automatic mean of 2.80 and standard deviation of 1.179.

Table 19 : The factors and variable on primary school administration toward excellence (Leadership)

(n=382)

Factors	\bar{X}	SD	Level
School leaders and the school's leadership system address values	3.16	1.176	2
Focus on student learning	3.13	1.244	3
Focus on student performance excellence	3.12	1.135	4
The school addresses its responsibilities towards society	3.18	1.244	1

From Table 19 it shows that the factors on primary school administration towards excellence on leadership1 dimension in was at 2 level with automatic mean of 3.16 and standard deviation of 1.176, leadership2 dimension in was at 3 level with automatic mean of 3.13 and standard deviation of 1.244, leadership3 dimension in was at 4 level with automatic mean of 3.12 and standard deviation of 1.135, Leadership4 dimension in was at 1 level with automatic mean of 3.18 and standard deviation of 1.244.

Table 20 : The factors and variable on primary school administration toward excellence (Strategic planning)

(n=382)

Factors	\bar{X}	SD	Level
The school sets clear stakeholder-focused strategic directions	3.16	1.180	1
Develops action plans to support its directions	3.15	1.141	3
Develops action deploys the plans	3.16	1.189	1
Tracks performance	3.08	1.206	4

From Table 20 it shows that the factors on primary school administration towards excellence on Strategic Planning 1 dimension in was at 1 level with automatic mean of 3.16 and standard deviation of 1.180, Strategic Planning 2 dimension in was at 3 level with automatic mean of 3.15 and standard deviation of 1.141, Strategic Planning 3 dimension in was at 1 level with automatic mean of 3.16 and standard deviation of 1.189, Strategic Planning 4 dimension in was at 4 level with automatic mean of 3.08 and standard deviation of 1.206.

Table 21 : The factors and variable on primary school administration toward excellence (Staff Management)

(n=382)

Factors	\bar{X}	SD	Level
The school develops and utilises the full potential of its staff to create an excellent school.	3.09	1.121	1

From Table 21 it shows that the factors on primary school administration towards excellence on Staff Management dimension in was at 1 level with automatic mean of 3.09 and standard deviation of 1.121.

Table 22 : The factors and variable on primary school administration toward excellence (Resources)

(n=382)

Factors	\bar{X}	SD	Level
The school manages its internal resources to support its strategic planning	3.19	1.208	1
External partnerships effectively efficiently in order the operation of its processes	2.93	1.218	2

From Table 22 it shows that the factors on primary school administration towards excellence on Resources 1 dimension in was at 1 level with automatic mean of 3.19 and standard deviation of 1.208, Resources 2 dimension in was at 2 level with automatic mean of 2.93 and standard deviation of 1.218.

Table 23 : The factors and variable on primary school administration toward excellence (Student Focused Processes)

(n=382)

Factors	\bar{X}	SD	Level
Dedicated to enhancing students' physical and mental health	3.03	1.165	3
Design the key process of school reform to provide students with comprehensive education and improve students' well-being	3.04	1.285	4
Implement the key process of school reform to provide students with comprehensive education and improve their well-being	3.11	1.231	1
The key to managing school reform to provide students with comprehensive education and improve their well-being process	3.07	1.255	2
Improve and refine these key processes	2.92	1.171	5

From Table 23 it shows that the factors on primary school administration towards excellence on Student Focused Processes 1 dimension in was at 3 level with automatic mean of 3.03 and standard deviation of 1.165, Student Focused Processes 2 dimension in was at 4 level with automatic mean of 3.04 and standard deviation of 1.285, Student Focused Processes 3 dimension in was at 1 level with automatic mean of 3.11 and standard deviation of 1.231, Student Focused Processes 4 dimension in was at 2 level with automatic mean of 3.07 and standard deviation of 1.255, Student Focused Processes 5 dimension in was at 5 level with automatic mean of 2.92 and standard deviation of 1.171.

Table 24 : The factors and variable on primary school administration toward excellence (Administrative and Operational Results)

(n=382)

Factors	\bar{X}	SD	Level
The school is achieving in relation to the efficiency	2.82	1.275	1
The school effectiveness	2.78	1.228	2

From Table 24 it shows that the factors on primary school administration towards excellence on Administrative and Operational Results 1 dimension in was at 1 level with automatic mean of 2.82 and standard deviation of 1.275, Administrative and Operational Results 2 dimension in was at 2 level with automatic mean of 2.78 and standard deviation of 1.228.

Table 25 : The factors and variable on primary school administration toward excellence (Staff Results)

(n=382)

Factors	\bar{X}	SD	Level
The school is achieving in relation to the training	3.06	1.258	1
The school is achieving in relation to the development	3.01	1.205	2
The school is achieving in relation to the morale of staff	3.01	1.232	2

From Table 25 it shows that the factors on primary school administration towards excellence on Staff Results 1 dimension in was at 1 level with automatic mean of 3.06 and standard deviation of 1.258, Staff Results 2 dimension in was at 2

level with automatic mean of 3.01 and standard deviation of 1.205, Staff Results 3 dimension in was at 2 level with automatic mean of 3.01 and standard deviation of 1.232.

Table 26 : The factors and variable on primary school administration toward excellence (Partnership and Society Results)

(n=382)

Factors	\bar{X}	SD	Level
The school is achieving in relation to its partners	3.05	1.216	1
The school is achieving in relation to the community at large.	3.00	1.177	2

From Table 26 it shows that the factors on primary school administration towards excellence on Partnership and Society Results 1 dimension in was at 1 level with automatic mean of 3.05 and standard deviation of 1.216, Partnership and Society Results 2 dimension in was at 2 level with automatic mean of 3.00 and standard deviation of 1.177.

Table 27 : The factors and variable on primary school administration towards excellence (Key Performance Results)

(n=382)

Factors	\bar{X}	SD	Level
The school is achieving in the holistic development of its students	2.96	1.258	1
The extent to which the school is able to achieve the Desired Outcomes of Education	2.88	1.163	2

From Table 27 it shows that the factors on primary school administration towards excellence on Key Performance Results 1 dimension in was at 1 level with automatic mean of 2.96 and standard deviation of 1.258, Key Performance Results 2 dimension in was at 2 level with automatic mean of 2.88 and standard deviation of 1.163

Table 28 : The factors and variable on primary school administration toward excellence (School Excellence)

(n=382)

Factors	\bar{X}	SD	Level
Leadership	3.16	1.122	1
Strategic Planning	3.10	1.126	2
Staff Management	3.09	1.228	3

From Table 28 it shows that the factors on primary school administration towards excellence on School Excellence 1 dimension in was at 1 level with automatic mean of 3.16 and standard deviation of 1.122, School Excellence 2 dimension in was at 2 level with automatic mean of 3.10 and standard deviation of

1.126, School Excellence 3 dimension in was at 3 level with automatic mean of 3.09 and standard deviation of 1.228.

Part 2. The confirmation of the factors of primary school administration towards excellence.

To confirm the data on the factor of primary school administration towards excellence by using exploratory factor analysis EFA.

Table 29 : KMO and Bartlett's Test

<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>		<i>0.842</i>
<i>Bartlett's Test of Sphericity</i>	<i>Approx. Chi-Square</i>	<i>3546.437</i>
	<i>Df</i>	<i>300</i>
	<i>Sig.</i>	<i>0.000</i>

The measures tested the appropriate of goodness of fit and matched the coefficient concertation between those factors. Where the statical testing KMO and Bartlett's test which KMO (0.842) over than 0.5 and Bartlett's Test of sphericity HO: the factors of primary school administration towards excellence are not correlation.

H1 : The factor of primary school administration towards excellence are correlation. The Chi-Square should be significant equivalent on lower than 0.05 ($\text{sig} \leq 0.05$), and the sig is $0.000 \leq 0.005$. The findings was showed in Table 29. The confirmation analysis on the factors of primary school administration towards excellence The

confirmation analysis of the whole factors of primary school administration towards excellence by using CFA as show in Figure 8.



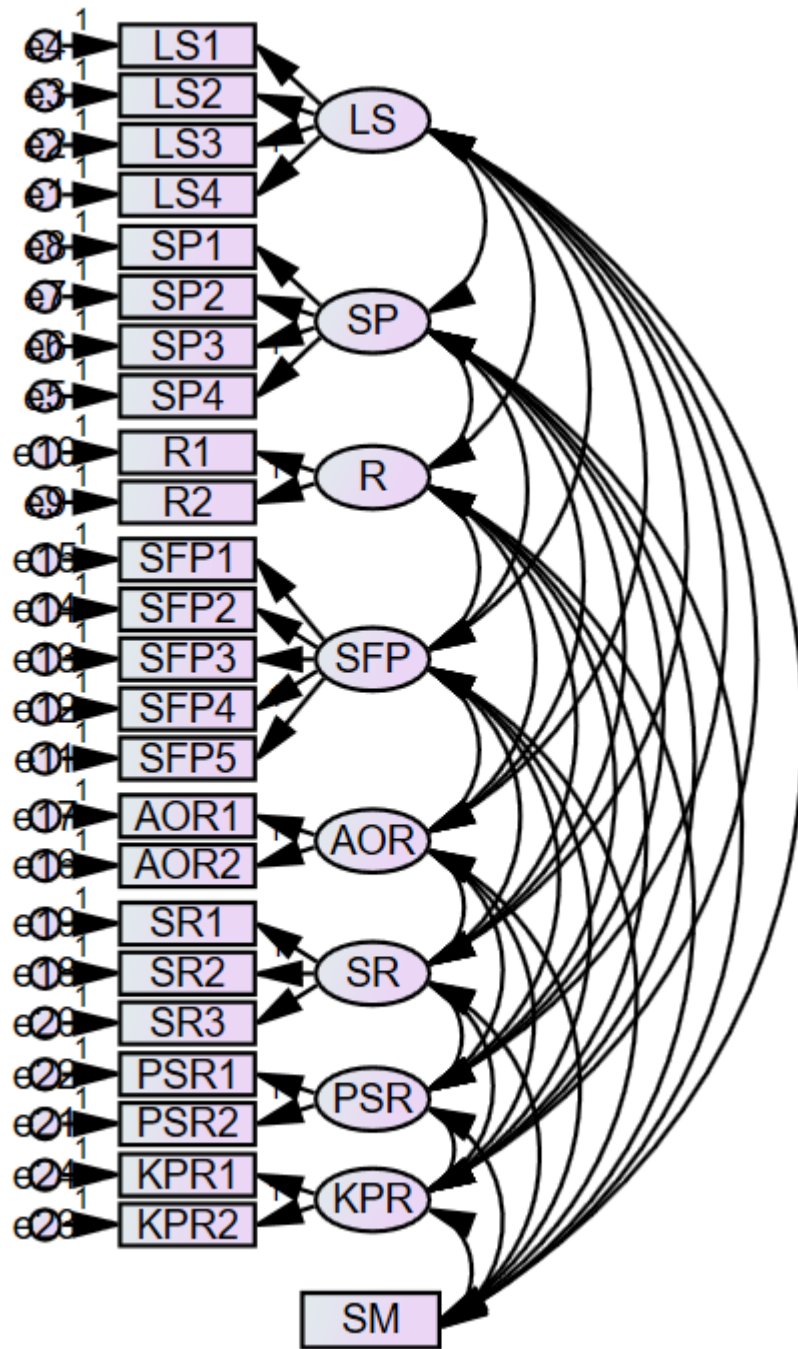


Figure 8 : CFA (Whole factor)

According to Table 30, among the fitting indicators of confirmatory factor analysis, all indicators meet the ideal value, indicating that the model has a good fitting degree.

Table 30 : Model fit table (Whole Factors)

Fitting	Standard	Model fit	Fit
χ^2/df	<3.00	1.385	Yes
P	>0.05	0.000	No
GFI	>0.90	0.938	Yes
AGFI	>0.90	0.916	Yes
CFI	>0.90	0.972	Yes
Standardized RMR	<0.08	0.036	Yes
RMSEA	<0.06	0.032	Yes



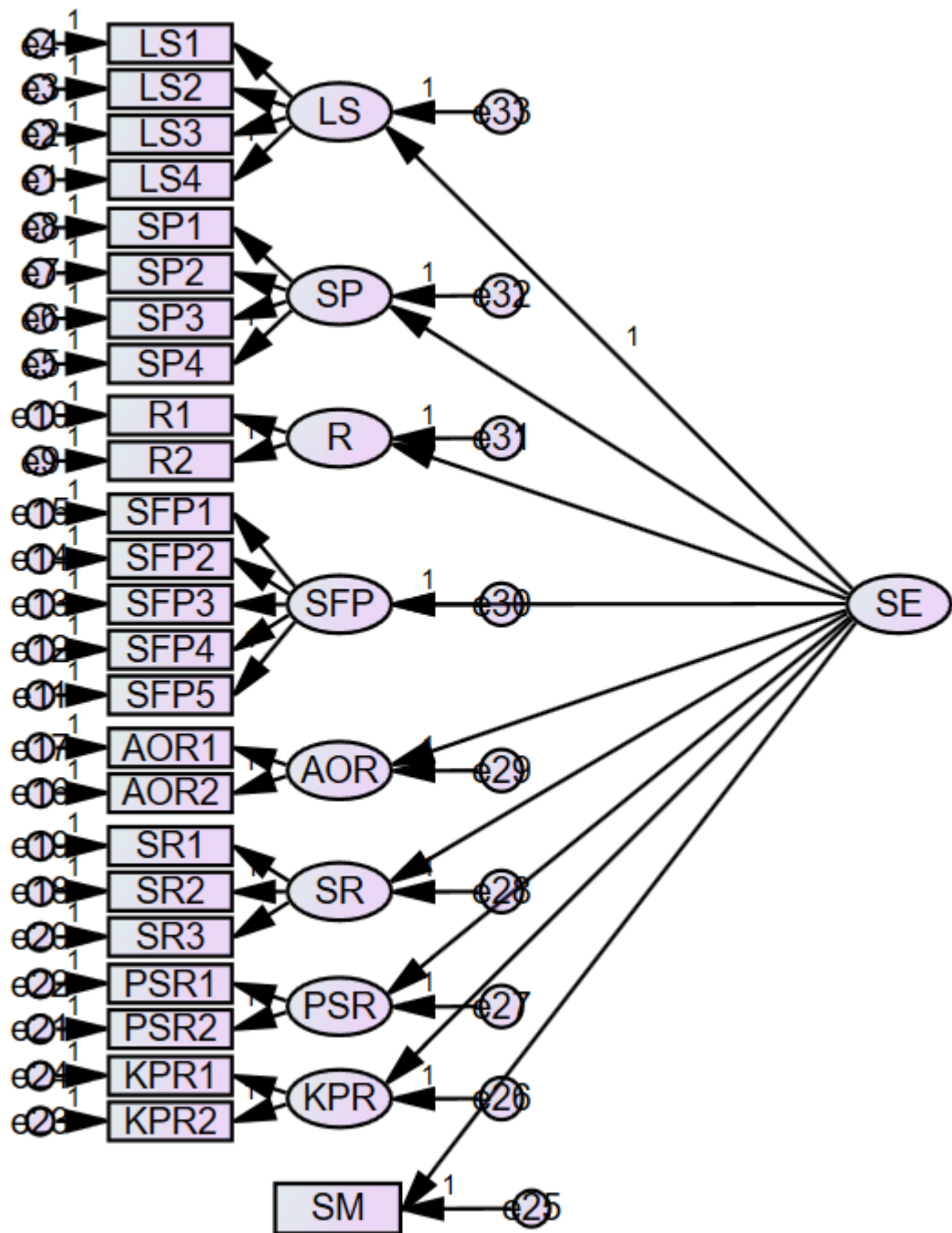


Figure 9 : Second-order CFA model of the whole factors of primary school administration towards excellent

Table 31 : Goodness of fit of the model of factor of primary school administration towards excellent

Fitting	Standard	Model fit	Fit
χ^2/df	<3.00	1.466	Yes
P	>0.05	0.000	No
GFI	>0.90	0.928	Yes
AGFI	>0.90	0.912	Yes
CFI	>0.90	0.963	Yes
Standardized RMR	<0.08	0.045	Yes
RMSEA	<0.06	0.035	Yes

According to the table 31 below, it can be seen that among the fitting indexes of structural equation analysis, all the indexes are in line with the ideal value, indicating that the model fitting degree is good.

Based on the analysis of the path effects of the structural equation, it can be seen from the following table that, except for the Partnership and Society Results→School Excellence, the path significance is greater than 0.05, which has no significant impact, and the other paths significance is less than 0.05, which has significant impact.



Summary

Firstly, a total of 434 opinionnaires were collected and a total of 52 questionnaires were discarded during the filtering process. Further, additional 14 opinionnaires were removed as the values from the data were found to be outliers. As a result, a total of 382 final questionnaires were used for further analysis.

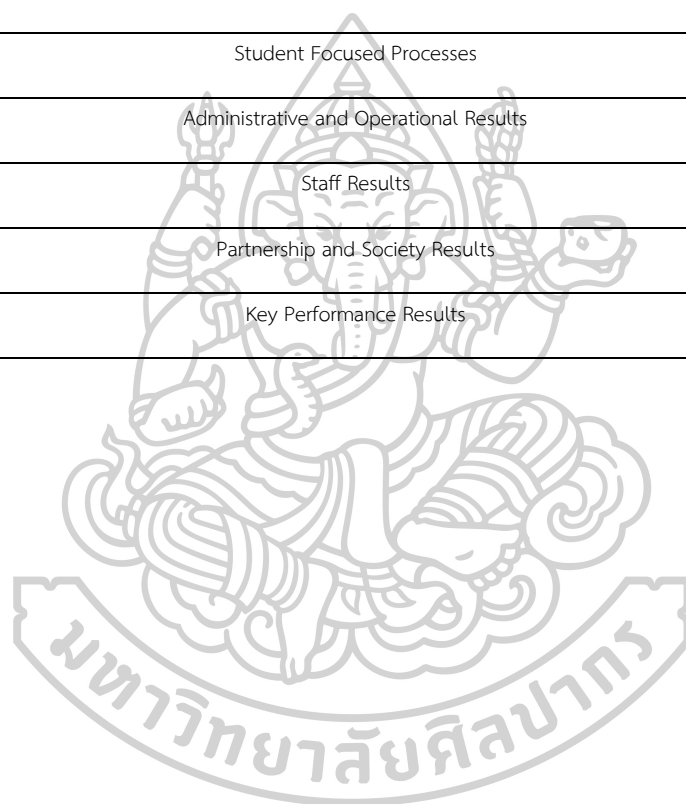
Next, the collected data was analyzed to understand the views of principals and teachers in primary schools. An exploratory analysis was conducted using corrected item-total correlation, confirmatory factor analysis (CFA) and scale reliability to ensure that the data is reliable and valid. The results from the study found that the data is suitable for further analysis.

Structural equation model (SEM) was used to analyze the data collected in this study. Before conducting the analysis, this study went through measurement scale validation to ensure that the research findings from this SEM analysis were valid. The result from the analysis revealed that the constructs included in the study were valid. Lastly, this chapter discussed the hypotheses that were proposed based on Singapore School of Excellence model. The research found that all the hypotheses in the study had significant results except the partnership and society results.



Table 32: Summary of the Results of Hypotheses Testing

Hypotheses	Statement	Finding
H1	Leadership	Supported
H2	Strategic Planning	Supported
H3	Staff Management	Supported
H4	Resources	Supported
H5	Student Focused Processes	Supported
H6	Administrative and Operational Results	Supported
H7	Staff Results	Supported
H8	Partnership and Society Results	Not Supported
H9	Key Performance Results	Supported



Chapter V

Conclusion, Discussion and Recommendations

The purposes of this research were to: 1) identify the level of primary school administration towards excellence in Taiyuan City and 2) to confirm the factors of primary school administration towards excellence in Taiyuan City. The sample were 191 primary schools, the two respondents from each school were a principal and a teacher with a total of 382 respondents. The instrument for collecting the data was and opinionnaire. The statistics used to analyze the data were frequency, percentage, arithmetic mean, standard deviation and confirmatory factor analysis.

2. The factors of primary school administration towards excellence in Taiyuan city were good fit with the empirical data.

Conclusion

From the analysing the data, it found out that

1. There are a components of school administration towards excellence in Taiyuan city. Those are 1) Leadership, 2) Strategic Planning, 3) Staff Management, 4) Resources 5) Student Focused Processes, 6) Administrative and Operational Results, 7) Staff Results, 8) Partnership and Society Results and 9) Key Performance Results. The followings are the detail of those components.

1.1 Leadership: composed of 4 variables: 1) School leaders and the school's leadership system address values, 2) Focus on student learning 3) Focus on student performance excellence, and 4) The school addresses its responsibilities towards society.

1.2 Strategic planning: composed of 4 variables: 1) The school sets clear stakeholder-focused strategic directions, 2) Develops action plans to support its directions, 3) Develops action deploys the plans, and 4) Tracks performance.

1.3 Staff Management: composed of one variables: The school develops and utilizes the full potential of its staff to create an excellent school.

1.4 Resources: composed of 2 variables: 1) The school manages its internal resources to support its strategic planning, and 2) External partnerships effectively efficiently in order the operation of its processes.

1.5 Student Focused Processes: composed of 5 variables: 1) Dedicated to enhancing students' physical and mental health, 2) Design the key process of school reform to provide students with comprehensive education and improve students' well-being, 3) Implement the key process of school reform to provide students with comprehensive education and improve their well-being, 4) The key to managing school reform to provide students with comprehensive education and improve their well-being process, and 5) Improve and refine these key processes.

1.6 Administrative and Operational Results: composed of 2 variables: 1) The school is achieving in relation to the efficiency, and 2) The school effectiveness.

1.7 Staff Results: composed of 3 variables: 1) The school is achieving in relation to the training, 2) The school is achieving in relation to the development, and 3) The school is achieving in relation to the morale of staff.

1.8 Partnership and Society Results: composed of 2 variables: 1) The school is achieving in relation to its partners, and 2) The school is achieving in relation to the community at large.

1.9 Key Performance Results: composed of 2 variables: 1) The school is achieving in the holistic development of its students, and 2) The extent to which the school is able to achieve the Desired Outcomes of Education.

2. The factors of primary school administration towards excellence in Taiyuan city were good fit with the empirical data.

Discussion

1. There are 9 Components of primary school administration towards excellence in Taiyuan city: 1) Leadership, 2) Strategic Planning, 3) Staff Management, 4) Resources 5) Student Focused Processes, 6) Administrative and Operational

Results, 7) Staff Results, 8) Partnership and Society Results and 9) Key Performance Results. This findings concordant with research hypothesis which stated that “The components of primary school administrative toward excellent school were multi factors.” Just may be because of in the managing the school especially in primary school level they need to drive the school to achieved the highest performance. So the leadership of each school is very importance factor. Forther more the strategic planning, resources, staff management, student – focused process, staff results, administration and operational results, partnership and surety results, and key performance results are the factors to indicated the excellent school. This finding related with the concept of Zhaa cited that Primary school management refers to the organization, leadership and management of primary school education by the state or local government. Primary education management in broad sense includes both primary education administration and internal management, namely school management. In the narrow sense, primary education management mainly refers to school management. That is, managers through the organization and coordination and optimization of internal educational institutions and personnel, give full play to the role of educational manpower, financial resources, material resources, time, space and information, the use of various favorable conditions inside education, efficient implementation of educational management objectives. As the same time Cheng and Gao cited that Primary school management is the effective organization and implementation of primary school training objectives, teachers, students, classroom teaching, extra-curricular activities, campus culture, administration and logistics, educational ideas, etc., in order to achieve the expected management objectives. Future more the scots college mentioned that Excellence Schools have a profound meaning for students. First of all, these schools provide high-quality education, providing students with knowledge and skills to prepare them for the future. Second, schools of excellence create environments conducive to learning, provide students with valuable resources, stimulate their interest and unleash their potential. In addition, these schools often encourage students to actively participate in community service and leadership activities. While Armor, Marks, and Malatinszky mention that excellent schools have a positive impact on society. First, it has

cultivated a group of outstanding graduates who contribute high-level skills and professional knowledge to various fields to promote social development and progress. These talented people play an important role in promoting social progress. Second, excellent schools tend to build close ties with the community, engage in social service and charitable activities, and thus make a significant contribution to society. In addition, these schools attract students and scholars from home and abroad, promoting cultural exchanges and international cooperation. More over NSW Government mentioned that The School Excellence Framework, applied in Australia, is used to research Excellence practices in schools, with each School assessing their strengths and development opportunities to help them improve quality. It is a holistic educational practice that includes learning, teaching and leadership that contributes to sustainable development planning and mentoring methods. This finding was also correlated with the finding of Ng Pak Tee who study on “Singapore school and the school excellence model”, The finding shows that target of to make the Singapore schools excellent schools. Since 2000, there has been a shift in the appraisal process for schools to support the excellent schools’ campaign. Presently, schools are required to conduct self-appraisal utilizing the School Excellence Model (SEM), which draws inspiration from a business excellence model. Ng Pak Tee’s research examines the SEM, its significant implications for school leadership and management in Singapore, and the remaining areas that need attention during the model's implementation. Notably, school leaders should prioritize the essence rather than the superficial aspects of the SEM, adopt a systemic approach to enhance quality in schools, and serve as pioneers by being the first to believe in and practice the principles of this movement. In Ng Pak Tee’s research, we delve into the School Excellence Model (SEM) and explore its impact on school management. Additionally, he also reminds us that the implications and challenges that arise from the implementation of the SEM. Ng Pak Tee in another of his paper “A comparative study of Singapore’s school excellence model with Hong Kong’s school-based management” that This paper compares the development of education quality assurance and decentralization in Singapore and Hong Kong, and discusses how these strategies can meet the impact and challenges brought by the new managerial

paradigm while meeting the quality assurance requirements. The article analyzes the impact of central decentralization methods, education marketization, and performance indicators on decentralization in two regions, as well as the use of school leaders, teachers, and quality models. The article points out that both regions have adopted the method of central decentralization, but their intentions are different. Education marketization emphasizes the basic trends of fierce competition and performance appraisal. To use the quality model profitably, the main challenge will be for schools to meet the spirit of the law rather than the provisions of the law. This article provides a reference for other developing countries to understand how to lead the change of school system through quality framework, self-assessment and external inspection, and the possible positive and negative impacts. Through his research that we have made it clear that, Both Singapore and Hong Kong are facing similar challenges in the international economic arena and both have chosen to adopt a new managerialism philosophy and decentralize power in their education system to meet the economic challenge. Both the Singapore and Hong Kong governments are pragmatic governments. For Singapore, decentralization is for the purpose of promoting flexibility and innovation within schools and centralization is for ensuring that schools are held accountable for quality education and results. For Hong Kong, centralization is for strategic control and decentralization is for efficiency in exercising that control while allowing schools operational autonomy with given parameters. Definitely, SEM/SBM has brought about change in the education system and forced the pace of school-based reform to meet new economic realities. However, the experiences of both Singapore and Hong Kong also suggest common lessons for other states to note. While the notions of “quality education”, “school excellence” and “school autonomy” are laudable aims, on closer inspection, the underlying dynamics of fierce competition and accountability through performance indicators also mean that the very notion of “educational excellence” may be compromised. While education decentralization can potentially be a powerful platform for change, the main challenge will be to satisfy the spirit of the law rather than the letter of the law. What will be profitable is to have a longitudinal research to examine and compare the impact of the SEM and SBM on school practices and

culture in Singapore and Hong Kong respectively. The information generated through the research will provide both policy makers and researchers a better understanding of how a quality framework coupled with self-assessment and external inspections can lead to changes in the school system, both positive ones and undesirable side-effects.

2. From the finding of this study shown that the factors of primary school administration towards excellence in Taiyuan city are good fit with the empirical data found out that the factors of primary school administration towards excellence in Taiyuan City were good fit with the empirical data which concordance with research hypothesis. May be because of those factors are the main factor to drive the school to achieve their excellence performance. The school must consider for improve their work. It's not only school in Taiyuan city, it's also the school around the world play the role to achieve the excellence criteria. This finding related to the concept of the ministry of education of Singapore. The Ministry of education of Singapore strengthened cooperation with the Bureau of productivity and standards, and completed a new school evaluation standard - School Excellence Model (SEM) in 1999 with reference to SQA, the excellence model of the European quality management foundation and the performance excellence education standard of the national quality award of the United States. As a standard formulated and implemented by the national education administrative department, Singapore school excellence model has strong policy nature and is recommended to schools in the national education system for general implementation. By 2006, about 355 schools across the country had been assessed at least once.

Recommendations

Recommendation in general

From the findings the researcher can recommend that:

The school in Taiyuan city should follow the criteria of primary school administration towards excellences, they should apply the principle in managing school. Especially all of faculty in school should cooperate together and design the activities in school beyond those excellence factors.

Recommendation for the future research.

1. The school should research carried out according to the characteristics of different management objectives in order to improve the quality of school.
2. The future research may consider on what factors would affect the excellence school administration.



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Appendix



Appendix A

Opinionnaire (English)

Dear teachers:

In order to confirm the factors of primary school administration towards excellence in Taiyuan city, We ask you for a questionnaire survey. Please mark “√” for the corresponding grade after each item according to your actual work experience and feelings. Your opinion will directly affect the conclusion and quality of this research, please fill in carefully, thank you for your support and assistance.

Score: Strongly Agree-5; Agree-4; Undecided-3; Disagree-2; Strongly Disagree-1.

Criteria	No.	Specific indicators	Score				
			5	4	3	2	1
1. Leadership	1.1	School leaders and the school's leadership system address values	5	4	3	2	1
	1.2	Focus on student learning	5	4	3	2	1
	1.3	Focus on student performance excellence	5	4	3	2	1
	1.4	The school addresses its responsibilities towards society	5	4	3	2	1
2. Strategic Planning	2.1	The school sets clear stakeholder-focused strategic directions	5	4	3	2	1
	2.2	Develops action plans to support its directions	5	4	3	2	1
	2.3	Develops action deploys the plans	5	4	3	2	1
	2.4	Tracks performance	5	4	3	2	1
3. Staff Management	3.1	The school develops and utilises the full potential of its staff to create an excellent school.	5	4	3	2	1
4. Resources	4.1	The school manages its internal resources to support its strategic planning	5	4	3	2	1
	4.2	External partnerships effectively efficiently in order the operation of its processes	5	4	3	2	1
5. Student-Focused Processes	5.1	Dedicated to enhancing students' physical and mental health	5	4	3	2	1
	5.2	Design the key process of school reform to provide students with comprehensive education and improve students' well-being	5	4	3	2	1
	5.3	Implement the key process of school reform to provide students with comprehensive education and improve their well-being	5	4	3	2	1
	5.4	The key to managing school reform to provide students with comprehensive education and improve their well-being process	5	4	3	2	1
	5.5	Improve and refine these key processes	5	4	3	2	1
6. Administrative and Operational Results	6.1	The school is achieving in relation to the efficiency	5	4	3	2	1
	6.2	The school effectiveness	5	4	3	2	1
7. Staff Results	7.1	The school is achieving in relation to the training	5	4	3	2	1

Criteria	No.	Specific indicators	Score				
			5	4	3	2	1
	7.2	The school is achieving in relation to the development	5	4	3	2	1
	7.3	The school is achieving in relation to the morale of staff	5	4	3	2	1
8. Partnership and Society Results	8.1	The school is achieving in relation to its partners	5	4	3	2	1
	8.2	The school is achieving in relation to the community at large.	5	4	3	2	1
9. Key Performance Results	9.1	The school is achieving in the holistic development of its students	5	4	3	2	1
	9.2	The extent to which the school is able to achieve the Desired Outcomes of Education.	5	4	3	2	1



Personal and unit basic information (please mark “√”in front of the corresponding items)

1、 Gender: Male Female

2、 Age: 20-30 years old 31-40 years old 41-50 years old 51-60 years old 61-70 years old

3、 Working time: 1-10 years 11-20 years 21 years or more

4、 Education: Undergraduate Master PhD.

5、 Title: Principal Teacher

Appendix B

Opinionnaire (Chinese)



尊敬的老师:

为了确认太原市小学管理走向卓越的因素，我们要求您进行问卷调查。请根据自己的实际工作经历和感受，在每一项后对应的等级上打“√”。您的意见将直接影响本次研究的结论和质量，请您认真填写，感谢您的支持和帮助。

得分: 特别同意-5; 同意-4; 不确定-3; 不同意-2; 特别不同意-1。



问题	序号	描述	得分				
			5	4	3	2	1
1. 领导力	1.1	校长和领导层的价值观	5	4	3	2	1
	1.2	聚焦学生的学习	5	4	3	2	1
	1.3	聚焦学生的卓越成就	5	4	3	2	1
	1.4	学校对社会的责任感	5	4	3	2	1
2. 战略规划	2.1	学校明确设立有益于所有利益攸关者的战略发展方向	5	4	3	2	1
	2.2	为实现战略发展方向，制定行动计划	5	4	3	2	1
	2.3	部署行动计划	5	4	3	2	1
	2.4	跟踪行动计划的实施和实现	5	4	3	2	1
3. 人事管理	3.1	开发并充分利用教职员工的潜能，创建优质学校。	5	4	3	2	1

4. 资源	4.1	有效管理学校的内部资源以实现其战略规划	5	4	3	2	1
	4.2	与校外合作伙伴进行有效合作以实现其战略规划	5	4	3	2	1
5. 以学生为中心的改 革进程	5.1	致力于增强学生的身心健康	5	4	3	2	1
	5.2	设计为学生提供全面教育和提升学生福祉的学校改革关键进程	5	4	3	2	1
	5.3	实施为学生提供全面教育和提升学生福祉的学校改革关键进程	5	4	3	2	1
	5.4	管理好为学生提供全面教育和提升学生福祉的学校改革关键进程	5	4	3	2	1
	5.5	改进和完善这些关键进程	5	4	3	2	1
6. 行政管理成效	6.1	学校管理实现效率的程度	5	4	3	2	1
	6.2	学校管理是否具有效能	5	4	3	2	1
7. 人事管理成效	7.1	在员工培训方面取得的成效	5	4	3	2	1
	7.2	在员工发展方面取得的成效	5	4	3	2	1
	7.3	在鼓舞员工斗志方面取得的成效	5	4	3	2	1
8. 合作和对社会贡献 的成效	8.1	与合作伙伴的关系方面取得的成效	5	4	3	2	1
	8.2	与社区合作中取得的成效	5	4	3	2	1
9. 关键绩效成果	9.1	在实现学生的全面发展方面取得的成效	5	4	3	2	1
	9.2	达到预期教育目标的程度	5	4	3	2	1

个人及单位基本情况(请在对应项目前打“√”)

1.性别:男 女

2.年龄: 20-30岁 31-40岁 41-50岁 51-60岁 61-70岁

3.工作时间: 1-10年 11-20年 21年及以上

4.学历:本科 硕士 博士

5.职务:校长 老师





Appendix C

A letter from opinionnaires are allowed to be collected

NO.8612.2/

Department of Educational Administration

Faculty of Education, Silpakorn University

Nakhon Pathom, Thailand 73000

January 28,2023

Subject: Requesting letter for collected opinionnaires

Dear:

Miss Li Yuze, Student ID:No.620630027,who is a Ph.D. Candidate, majoring in Educational Administration at the Faculty of Education, Silpakorn University, Thailand. She has been approved to conduct the doctoral dissertation on the topic of **“The primary school administration towards excellence in Taiyuan city”**.

I would like to ask for your kind cooperation. Please fill in the opinionnaires issued by Miss Li Yuze carefully. The results will be based on the entire group of participants, rather than individual participants. There are no known risks to participating in the study. If you have any questions about this process, please contact our department.

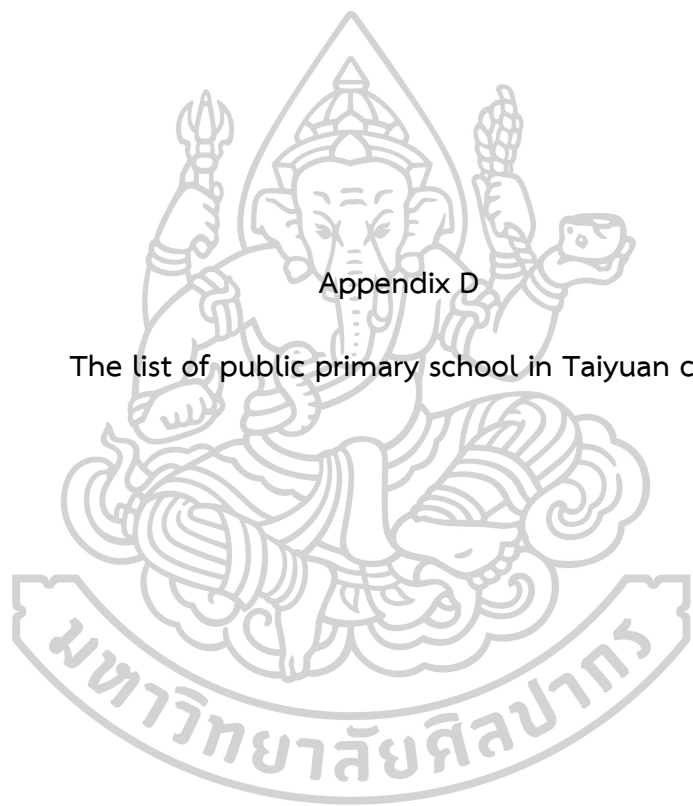
Your kind cooperation will be highly appreciated and thank you very much for your kindness.

Sincerely yours,

(Assoc.Prof.Mattana Wangthanomsak,Ph.D)

Head of the Educational Administration Department

Silpakorn University



Appendix D

The list of public primary school in Taiyuan city

No.	District	Public primary school Name
1	Yingze	Taoyuan primary school
		QingNianlu primary school
		Binghe primary school
		Shuangxi primary school
		DaNanguan primary school
		Donggang primary school
		XiaoWeiyong primary school
		HaiBianjie primary school
		HuiMin primary school
		Sanjin primary school
		Xinxi primary school
		QingNianlu primary school
		YingZejie primary school
		Shuangdong primary school
		Wenxin primary school
		ChaoYangjie primary school
		XiaoWutai primary school
		JianShelu primary school
		Suangnan primary school
		Renjie primary school
QiFengjie primary school		
First experimental primary school of district		
Second experimental primary school of district		
Second experimental primary school of city		
Third experimental primary school of city		

		Menglijiang primary school
		Mazhuang primary school
3	Xiaodian	Shengli street primary school
		Hongqiao primary school
		Jihuying primary school
		Shenglixi street primary school
		Sanershu primary school
		Jiefang road primary school
		Wuyi road primary school
		Beida street primary school
		Jingyuan road primary school
		Yingchun street primary school
		Dongjianhe primary school
		Niutuo primary school
		Foreign language primary school
		Dayingpan primary school
		Shahe street primary school
		Jiannan primary school
		Changzhi road primary school
		Yuying primary school
		Taihang primary school
		Weihua primary school
		Fourth experimental primary school of city
		Third experimental primary school of district
		Fourth experimental primary school of city Wanke campus
Bayi primary school		
Bayi primary school Pingyang campus		
Bayi primary school Pingyang campus		

		Jiuyi primary school
		Jiuyi primary school Tiyu road campus
		Jiuyi primary school Tiyu road campus
		Xuefu street primary school
		Shifan street primary school
		Jinyang street primary school
		Beiyi primary school
		Yujie primary school
		Experimental primary school
		Experimental primary school Xutan campus
		Yucai primary school
		Zhengyang street primary school
		Shanxi university attached primary school
		Taiyuan normal university attached primary school
4	JianCaoping	Datong road primary school
		Cuixinyuan primary school
		Zhaozhuang primary school
		Hengdayujingwan primary school
		Kejishiyan primary school
		Guangming primary school
		Dongfang primary school
		Yangguang primary school
		Qiping street primary school
		Fushan primary school
		Zhongbei university attached primary school
		Hengdamingdu primary school
		Hengshan road primary school
		Jiefangbei road primary school

		Pingxi primary school
		Yingxin street primary school
		Dadongliu primary school
		Yiliu primary school
		Second experimental primary school of district
		Third experimental primary school of district
		Fourth experimental primary school of district
		Fifth experimental primary school of district
		Bilingual experimental primary school
5	WanBaili	Gongyuan road primary school
		Heping primary school
		Xinghua street primary school
		Zhongfang road primary school
		Hepingnan road primary school
		Datang experimental primary school
		Foreign language primary school of district
		Second Foreign language primary school of district
		Experimental primary school of district
		Qihua street primary school
		Yuhe street primary school
		Qianfengnan road primary school
		Experimental primary school of city
		Fenghuang Bilingual primary school
		Taihua experimental primary school
		Taiyuan science and technology university experimental primary school
		Taiyuan University of Technology attached primary school
		Experimental primary school of district Qingshan campus
		Xinzhuang primary school

		Changfeng experimental primary school
		Dajingyu primary school
		Guanghua primary school
		Hengdahuayu experimental primary school
		Gualiu primary school
		Kaicheng primary school
		Gongyuan road primary school Yumen campus
		Gongyuan road primary school Wankezijun campus
		Yanjiagou primary school
		Dongshe primary school
		Geliagou primary school
		Xingxi primary school
		Xishan primary school
		Hongxingxiang primary school
		Hexi street primary school
		Taibai street primary school
		Xiyuan primary school
		Wusan street primary school
		Duerping primary school
		Husheng street primary school
		Dahugou primary school
		Jiukuang street primary school
		Helaowan primary school
		Yuhua primary school
		Xihuayuan primary school
6	Jinyuan	District experimental primary school
		District second experimental primary school
		District third experimental primary school

		District fourth experimental primary school
		District fifth experimental primary school
		District tenth experimental primary school
7	Qingxu	Nancheng experimental primary school
		Qingxu experimental primary school
		Xigu central primary school
		Wangda central primary school
		Xicheng experimental primary school
		Mayu central primary school
		Qingyuan central primary school
		Jiyi central primary school
		Xugou central primary school
		Dongyu central primary school
		Wenyuan primary school
8	Yangqu	Chengdong road primary school
		Yangxing primary school
9	Loufan	Loufan experimental primary school
		Loufan second experimental primary school
10	Gujiaob	Gujiao No. 1 Primary school
		Gujiao No. 2 Primary school
		Gujiao No. 3 Primary school
		Gujiao No. 4 Primary school
		Gujiao No. 5 Primary school
		Gujiao No. 6 Primary school
		Gujiao No. 7 Primary school
		Gujiao No. 8 Primary school
		Gujiao No. 9 Primary school
		Gujiao No. 10 Primary school

		Gujiao No. 11 Primary school
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VITA

NAME	Li Yuze Rita	
INSTITUTIONS ATTENDED	2019-2023	Silpakorn University
	2012-2015	Shanxi University
	2006-2010	Shanxi Agricultural University
	2003-2006	Yuci first vocational high school

