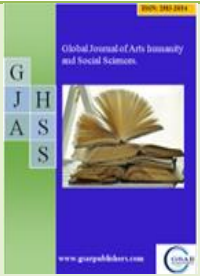
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## Exploring Daoist Principles for Personalized Learning and Adaptive Pedagogy in China: Fostering Whole-Person Growth

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### Abstract

This study explores how Chinese principals incorporate Daoism's five principles—self-awareness, self-cultivation, transcending ego, humble service, and doing the right things—into personalized learning and adaptive pedagogy to foster students' whole-person growth. This research aims to understand the practical application, benefits, and challenges associated with integrating these principles within the educational context in China. A basic qualitative research design was employed to conduct one-on-one interviews with 24 principals, including 12 males and 12 females, across elementary, middle, and high school levels. Findings show that Chinese principals use three techniques to promote five Daoist principles in personalized learning associated with pedagogy for students' whole-person growth. The three techniques are (1) inner exploration, (2) ego transcendence, and (3) ethical conduct. Findings discovered that Chinese principals face three challenges, including (1) cultural and institutional challenges, such as cultural misalignment; (2) teacher training and professional development, such as pedagogical training; and (3) assessment and accountability, such as standardized testing pressure. This study suggested three strategies to promote Daoist principles in personalized learning and adaptive pedagogy for students' whole-person growth. The three strategies are (1) cultivating self-awareness and personal growth, (2) enhancing interconnectedness and collaborative learning, such as peer learning, and (3) promoting ethical conduct and holistic well-being. This study highlighted that principals use a balanced educational philosophy that harmonizes academic achievement with personal and ethical development in line with Daoist educational ideals. Future studies and recommendations are suggested.

**Keywords:** *Principals, Personalized Learning, Adaptive Pedagogy, Holistic Education, Daoism, Leadership*

### Article History

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### Introduction

Personalized learning (PL) associated with adaptive pedagogy is broadly conceptualized as an educational innovation that aims to provide adaptable and equitable learning experiences for all students' whole-person growth (Zhang et al., 2024). The innovation highlights individual students' learning needs through adaptive pedagogy (Zhang, 2023). Although it is not a new concept in education, PL is considered a critical element of practical instruction for students' differentiated instruction for each student's needs (Zhang, 2023).

Since education in China is under a standardized and accountable learning environment, principals in China K12 schools usually emphasize students' test scores (Zhang, 2023), which is a significant factor in assessing students' learning outcomes and the school's reputation through collective learning results (Zhang, 2023; Zhang & Koshmanova, 2022). For example, some students receive top universities' college admission letters to be recognized that their school is the top school compared with other schools nationally. Zhang (2023) indicated that only school has about 5% of the students receive their college admission offer from top



universities, such as Peking University or Tsinghua University. This educational environment causes Chinese schools to need help promoting personalized learning with adaptive pedagogy for students' whole-person cultivation (Zhang & Koshmanova, 2022). The whole-person education fosters students' academic, social, cognitive, emotional, physical, and spiritual integration (Zhang, 2023).

In addition, previous studies determined that principals could use PL to design and implement school curriculum and instruction ineffectiveness challenges with the advancement of technology, big data, and artificial intelligence to provide customized learning materials, pathways, and in-time feedback to individual students' outcomes across learning contexts (Xie & Zhang, 2022; Zhang & Koshmanova, 2021). Zhang et al. (2024) said that principals use PL to prepare students for students to develop sufficient knowledge of diversity, innovation, and commitment to their performance.

Yuen and Schlote (2024), in their survey of 151 adult participants in Canada, pointed out that principals encourage teachers to use AI-based technologies to foster students' learning motivation and promote personalized learning. AI-enabled technologies can help principals work with teachers to enhance students' individualized learning outcomes and strengthen their learning interests (Zhang & Koshmanova, 2021). For example, Yuen and Schlote (2024) suggested that principals could encourage teachers to use mobile devices to strengthen students' personalized learning outcomes (Yuen & Schlote, 2024).

Peng, Ma, and Spector (2019) indicated that PL refers to instruction in which the pace of students' learning and instructional approaches meet students' needs with adaptation. PL promotes learn-centered learning and emphasizes students' learning progress through teaching methods, techniques, content design, and evaluation (Zhang & Koshmanova, 2021). They confirmed that personalized learning could help students discover their needs and reach their learning goals. Their findings conveyed that principals work with teachers to use adaptive pedagogy to engage each student's needs and use different types of instruction to meet their needs for their whole person growth.

Liu, Li, and Dong (2024), in their exploratory study with 22 college students, confirmed that personalized learning with artificial intelligence (AI), such as ChatGPT, can enhance students' learning experiences and deliver high-quality teaching for students' whole personal development. Zhang (2023), in his essential qualitative study, suggested that Chinese Daoism philosophy could help principals promote personalized and adaptive learning to cater to the students' individual needs and foster a supportive learning environment for students' academic, social, cognitive, emotional, physical, and spiritual integration.

Daoism, also known as Taoism, is an ancient Chinese philosophy centered around harmony, balance, self-knowing (zizhi 自知), forgetting everything (zuowang 坐忘), and the interconnectedness of all things that can transform personalized learning and use adaptive pedagogy to answer students' individual

needs for their whole-person growth (Zhang & Koshmanova, 2020). Zuowang does not mean loss of memory but an active and engaging process of undoing learning or forgetting something added (Zhu, 2023; Zhang & Koshmanova, 2020). Zhu (2023) said: "When the eye does not see, the ear does not hear, and the mind does not know, then one can be the perfect man (children, 至人) who has no self. Zuowang can serve as a lens for reobserving the popular educational concept of a learning school. A learning school focuses on developing students' intellectual power and performance at the expense of their emotional and spiritual growth (Zhang & Koshmanova, 2020).

In addition, Daoist wisdom is critical to fostering a climate of self-reflexivity and mindfulness, opposing the blind acceptance of received knowledge. This viewing is to emphasize how the critical words of Daoism, such as Dao (道), meaning the path or the way; De (德), which means virtue; Yin (阴), meaning the feminine, implicit, or clouded, and yang (阳), which means the masculine, explicit, or clear. Wu wei (无为) refers to effortless action, qi (气) is breath or life, and tai ji (太极) refers to the supreme ultimate state, or the oneness before duality (Zhou, 2019) transforms students' learning outcomes through personalized learning and adaptive pedagogy implementation (Hu, 2023; Tan, 2023; Zhang, 2023; Zhang & Koshmanova, 2020).

When principals foster Daoism philosophy using personalized learning and adaptive pedagogy for students' personal growth, they can understand how the Daoism philosophy of "The Dao produces One; One produces Two; Two produced Three; Three produce All things" (dao sheng yi, yi sheng er, er sheng san, san sheng wanwu, 道生一, 一生二, 二生三, 三生万物), and that "All things under heaven sprang from It as existence; existence sprang from It as nonexistent" (wanwu sheng yu you, you sheng yu wu, 万物生于有, 有生于无). This statement emphasized that principals need to emphasize living in harmony with the Tao (the way), associated with Wu Wei (non-action or effortless action), yin-yang (the balance of opposites), and ziran (naturalness) to foster students' whole personal growth (Zu, 2022; Zhang & Koshmanova, 2020).

Although the previous studies explain each of the terms, including personalized learning, adaptive pedagogy, whole-person education, and Daoism, there is a gap in how principals use Daoism's five principles, including (1) self-awareness, (2) self-cultivation, (3) transcending ego, (4) humble to serve, and (5) doing the right things right through personalized learning and adaptive pedagogy for students' whole person growth (Zu, 2022). Self-awareness, the first principle, involves encouraging students to understand their strengths, weaknesses, and interests, fostering a reflective mindset that enhances personal growth. Self-cultivation, the second principle, focuses on continuous personal improvement and lifelong learning. Transcending ego, the third principle, promotes humility and openness, allowing students to engage collaboratively and empathetically with others. The fourth principle, humble service, teaches students the value of serving others and contributing to their communities, instilling a sense of

responsibility and social connectedness. Finally, doing the right things right, the fifth principle, emphasizes integrity and the importance of making ethical decisions and striving for excellence in all endeavors (Zu, 2022).

Therefore, this study explores how Chinese principals incorporate Daoism's five principles—self-awareness, self-cultivation, transcending ego, humble service, and doing the right things—into personalized learning and adaptive pedagogy to foster students' whole-person growth. This research aims to understand the practical application, benefits, and challenges associated with integrating these principles within the educational context in China. Specifically, the following research questions guide this study below:

1. How do the five principles of Daoism contribute to personalized learning and adaptive pedagogy for students' whole-person growth in China?
2. What challenges do Chinese principals face when implementing the five principles of Daoism in personalized learning and adaptive pedagogy for students' whole-person growth?
3. What strategies can Chinese principals employ to effectively promote the five Daoist principles in personalized learning and adaptive pedagogy for students' whole-person growth?

## Literature Review

This article begins with a literature review discussing the relationship between the Daoist five principles and personalized learning, the Daoist five principles and adaptive pedagogy, and the Daoist five principles and whole-person growth.

### Daoist Principles and Personalized Learning

The Daoist five principles help principals promote personalized learning through mindful leadership for holistic student growth. The first principle, self-awareness, could help principals help students better understand their strengths, weaknesses, personal learning styles, and meaningful educational experiences (Zu, 2022). Once students realize their potential ability, principals could use a personalized learning approach to fit students' needs, skills, and interests in achieving their learning goals.

Thomas (2022) emphasized that self-awareness could help principals realize how to help students achieve their learning goals using personalized instruction and the appropriate approaches to help each student toward their learning and engage school effectiveness. Fei (2015) also suggested that principals must use cultural self-awareness to promote personalized learning for students' acceptance and engagement, which could motivate students to learn hard to achieve their learning goals. Phelps and Lewis (2023) confirmed that principals use self-awareness to enhance personalized learning, sharpen students' meta-cognitive skills, and maximize their potential. Zu (2022) stated that principals as leaders are less conscious of worries, get to know themselves more, and find their passion through self-awareness for better job performance. Therefore, previous studies confirmed that self-awareness could help promote personalized learning for students' learning outcomes and school effectiveness.

The second principle of self-cultivation could help principals work with teachers, staff, and parents through authentic leadership for students' academic learning improvement through personalized learning. Zu (2022) indicated that self-cultivation is a path to develop authenticity and achieve the ultimate purpose of life, thus occupying a central position in philosophical Daoism. This principle empowers principals to emanate from their deepest values and culminate in their contribution to the common good. Zu (2022) indicated that practicing Laozi's wisdom could develop five virtues, including (1) self-virtue for authenticity, (2) family virtue for harmony, (3) community virtue for prosperity, (4) country virtue for sustainability, and (5) world virtue for peace.

These previous studies confirmed that self-cultivation could help principals work with teachers using personalized learning to engage individual students' needs and promote students' positive mindset to achieve academic excellence. For example, Cai, Y. P. (2012) suggested that principals must help students by working with teachers and parents to empower their life experiences for self-cultivation. Zhang, Bowers, and Mao (2020) indicated that principals could help personalized learning foster students to develop their values and engage their learning outcomes through self-cultivation as a personal life-growth process. Therefore, self-cultivation is effective for principals to work with teachers and parents for students' personalized learning to engage their personal needs, skills, and learning goals.

The third principle, transcending ego, could help principals serve students for personalized learning goals through servant leadership. Previous studies support this view. For example, Zu (2022) indicated that Laozi's wisdom suggests principals become servant leaders by embracing humility and selflessness with virtue to activate goodness, build a high-trust community, and transform the world through doing good. By transcending ego, principals could contribute their service to help students build a sense of community and share learning purpose within the learning environment (Zu, 2022).

Sendjaya (2015) suggested that principals use servant leadership to promote personalized learning, engaging students' individual needs. Laub (2018) stated that principals must encourage individual students to engage their learning goals through transcending ego for students' whole-person integration. Therefore, principals use transcending ego to foster students' holistic growth through personalized learning.

The fourth principle of humility to serve could help principals to help students' holistic growth through personalized learning. Zu (2022) talked about the Daoist principle of humility, which could help principals always respond to students' needs and determine effective strategies to help them toward their lifelong learning goals. Humility fosters a supportive educational environment that allows all students to work together toward their learning targets. Personalized learning associated with humility could help principals work with teachers, staff, and all school stakeholders to build a service-oriented mindset to help individuals toward their success both in life and in study (Tan, 2023). Therefore, principals

associated with humility could help them build their service-oriented philosophy in supporting each of the students toward their learning goals and fostering better performance, such as a higher student graduate rate and enrollment rate.

Finally, the fifth discipline of Doing the Right Things could help principals make the right decision and motivate all school stakeholders to contribute their talents for community development. This principle emphasizes that principals must ensure that schools practice ethical behavior and efficiency. However, personalized learning guided by principals ensures that all school stakeholders, such as teachers, principals, students, staff, and all others, practice ethical behavior and standards in daily operational school practice (Broomell, 2019). Therefore, the five principles of Daoism could help principals work with all school stakeholders using personalized learning toward students' higher performance.

#### **Daoist Principles and Adaptive Pedagogy**

Daoist principles could effectively guide principals to use adaptive pedagogy to help students toward their learning goals. The first principle of self-awareness could help principals discover how they could work with teachers to help students succeed. Once principals could encourage teachers to recall their students' performance and needs, teachers could use adaptive pedagogy to respond to individual student needs (Zhang et al., 2024). Yuen and Schlote (2024) indicated that principals foster teachers to use adaptive instruction contextually to meet diverse students' needs and to support students' success (Loughland, 2019). By doing so, principals foster teachers to help students develop their high levels of self-awareness to articulate their needs more clearly and enable more effective adaptive teaching approaches. Therefore, self-awareness could help principals foster teachers' use of adaptive pedagogy for students' learning outcomes.

The second principle of self-cultivation could help principals to use adaptive pedagogy to improve students' learning and teacher performance. For example, principals encourage teachers to embrace self-cultivation, seek professional development opportunities, refine their teaching practices to serve their students better and develop virtues for lifelong learning (Sanderse, 2024). Using adaptive pedagogy could help principals and teachers maintain high standards of teaching to support students' needs. For example, Butler and Bullock (2024) suggested that adaptive pedagogy could help teachers fix students' individuality for lifelong learning and self-achievement.

The third principle of transcending ego associated with adaptive pedagogy could help principals foster teachers to enhance a learner-centered approach to respond to students' learning needs. The previous studies support this view. For example, Grierson, Gallagher, and St.Hilaire (2024), in their qualitative case study about curriculum and instruction in Ontario, Canada, found that principals foster flexibility, responsiveness, engagement, and humility, which could help them transform their beliefs to help students toward their learning goal. Harris and Cullen (2010) confirmed that a learner-centered approach could encourage

students to actively participate in their education and promote engagement and ownership of their learning experiences.

The fourth principle of humility to serve, associated with adaptive pedagogy, could give principals, teachers, staff, and other stakeholders chances to adjust their methods to serve students better (Zu, 2022). With humility, principals work with teachers to use adaptive methods to serve students through constructive criticism and foster collaboration and mutual respect in their classrooms for student learning (Chan et al., 2024).

Finally, the fifth principle of doing the right things associated with adaptative pedagogy could foster principals to make an exemplary implementation for student success. This principle encourages principals to always consider the broader implications of their teaching methods and strive for practices that are both innovative and morally sound (Kleiner et al., 2024). By doing so, principals could create a professional learning community for students' excellence, responsibility and ethical practice (Hierck & Kajitani, 2024; Venet, 2024). Therefore, this principle can enhance the credibility and effectiveness of adaptive pedagogy.

#### **Daoist Principles and Whole Person Growth**

Daoist five principles could help principals work with teachers, staff, parents, and other stakeholders to foster students' whole-person growth. Previous studies support this view. For example, Chan and Chan (2022) pointed out that principals practicing self-awareness could help students develop their whole-person capacities. For example, Corpuz (2023) stated that principals explore self-awareness associated with whole-person growth for students' cognitive, emotional, social, academic, and spiritual integration.

In addition, Zu (2022) indicated that self-cultivation is at the heart of whole-person growth. Fu (2024) suggested that principals could work with teachers to help students grow as whole people through daily practice. Zhang (2023) confirmed that self-cultivation supports students' holistic individual growth, which leads them to meaningful and fulfilling lives.

Furthermore, transcending the ego supports the growth of the whole person, developing empathy and compassion in serving the community of practice for students' lifelong learning. For example, Azevedo and Goncalves (2024) suggested that principals could make a relationship among teachers, staff, parents, and students with spirituality in service to students' holistic capacities for their lifelong learning. Zhang (2023) pointed out that principals help students by working with teachers, staff, and parents to develop their personality and educational core values such as creativity, contribution, and collaboration.

Moreover, humble principals could effectively help students engage in their learning goals. In humility, principals use a service-oriented approach to support teachers, staff, and students in their holistic capacity development (Dhiman & Roberts, 2023). By promoting a culture of service and empathy, Nsiah and Walker (2013) confirmed that this discipline could help principals positively impact students' learning personality formation.



Finally, principals associated with the principle of doing the right things could ensure ethical behavior and effective practices for students' whole-person development. Johnson (2018) emphasizes the importance of making morally sound decisions and striving for excellence in all endeavors. This principle could prioritize integrity, responsibility, commitment, sympathy, and creativity to promote students' holistic development.

Therefore, the literature review aligned with the Daoist five principles of self-awareness, self-cultivation, transcending ego, humility to serve, and doing the right things. It suggested principals could practice them to promote personalized learning, adaptive pedagogy, and whole-person growth for student excellence. Previous studies suggested that the five Daoist principles (Zu, 2022) contribute to and commit to personalized learning, adaptive pedagogy, and whole-person education. However, a gap exists in how principals use the five Daoist principles to foster students' whole-person studentship through personalized learning and adaptive pedagogy. As for this literature, it is urgent to investigate how principals use Daoist principles for students' whole-person students contextualize school effectiveness.

**Conceptual Framework in this Study**

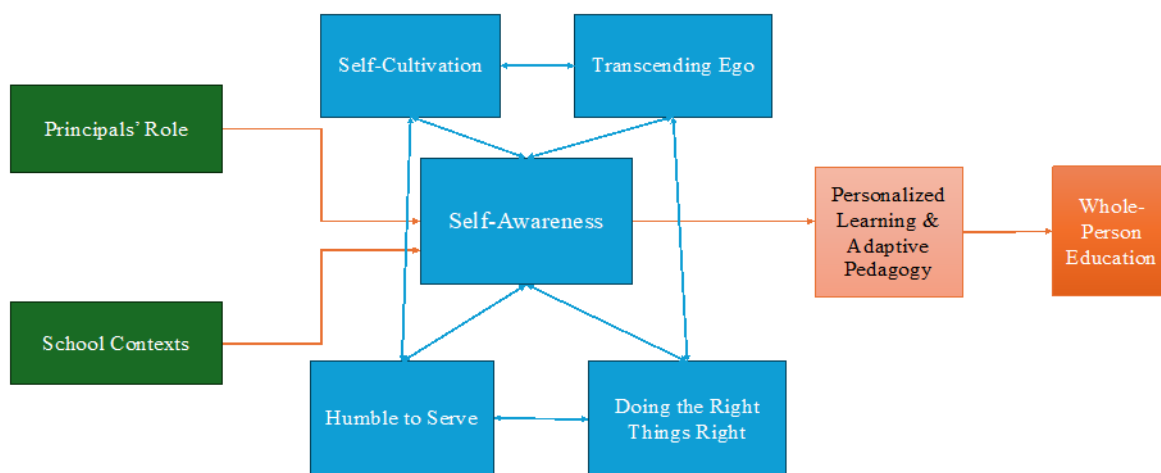
Figure 1 shows how Chinese principals use the five Daoist principles to contextually foster students' whole-person growth through personalized learning and adaptive pedagogy. The five Daoist principles are (1) self-awareness, (2) self-cultivation, (3) transcending the ego, (4) humble to service, and (5) doing the right things (Zu, 2022) to shape personalized learning associated with adaptive pedagogy for students' holistic development for their high performance and whole person growth

**Methodology**

**Overview Research Study**

A basic qualitative research study was employed to investigate how Chinese principals promote Daoist five principles, including: (1) Self-awareness, (2) Self-cultivation, (3) Transcending the ego, (4) Humble to serve, and (5) Doing the right things, associated with personalized learning and adaptive pedagogy for students' whole-person growth.

This research design allows for an in-depth understanding and analysis of the principals' experiences, opinions, and perspectives to implement curriculum, instruction, leadership, and programs for students' whole-person growth (Creswell, 2007; Merriam & Tisdell, 2016; Silverman, 2013). The thematic, descriptive, and interpretative analysis approaches are used to code, categorize, and emerge the major themes and categories to answer each question in this study (Adu, 2019; Braun & Clarke, 2022; Crotty, 1998; Smith et al., 2022). Therefore, the following conceptual framework guides this study.



**Figure 1: Conceptual Framework in this Study**

Previous studies support that Daoist five principles could help principals foster students' whole person growth contextually in their school settings. For example, Zu (2022) highlights that Chinese principals use self-awareness to develop students' mindfulness and encourage them to reflect on their life story to determine their life goals. Lao Tse and Legge (2008) inspire me to suggest that principals need to use collaborative learning through

humility and interconnectedness through the transformation of Daoist transcending ego in leading schools to higher performance, such as high graduate rate and student enrollment rate and holistic student growth. Tang (2015) indicated that principals could use five Daoist principles to cultivate virtues, such as integrity and compassion, to foster students' whole person growth. Therefore, this conceptual framework shown in Figure 1 creates nurturing

educational environments that prioritize students’ whole-person growth and also illuminate the practical strategies employed by principals in integrating these principles into personalized learning and adaptive pedagogy, ultimately contributing to a deeper understanding of effective educational leadership in Chinese contexts for students’ whole person growth.

**Participants**

Table 1 shows that a total of 24 (n=24) Chinese principals, including 12 males (n=12) and 12 females (n=12) from elementary

to high schools, recruited and conducted interviews through semi-structured and open-ended interview protocol via Zoom, Webex, or WeChat. The age of participants ranges from 30 to 55 years old, and participants possess diverse educational backgrounds, holding degrees from bachelor’s to Master’s, to Educational Specialist, and Doctoral Levels. and their working experiences range from 3 to 25 years. The selection of participants aims to capture a wide range of experiences and insights, ensuring that the findings represent diverse educational contexts.

*Table 1  
Demographic Participants of Chinese Principals in this Study*

Pseudonyms	Age	Gender	Level of Education	Years of Experiences	Position
1.Liam	30	M	BA	3	Elementary School Principal
2.Olivia	30	F	BS	5	Middle School Principal
3.Noah	32	M	MA	7	High School Vice Principal
4.Emma	34	F	MS	9	Elementary School Principal
5.Oliver	33	M	Ed.S.	8	Middle School Vice Principal
6.Charlotte	41	F	MS	11	Elementary School Principal
7.James	42	M	MA	13	Middle School Principal
8.Amelia	45	F	BA	15	High School Principal
9.Elijah	47	M	BS	17	High School Vice Principal
10.Sophia	48	F	BS	18	Middle School Principal
11.Mateo	50	M	BA	20	IB High School Principal
12.Mia	51	F	MS	21	Elementary School Principal
13. Theodore	53	M	Ph.D.	23	Middle School Principal
14.Isabella	44	F	MBA	13	High School Principal
15. Henry	42	M	MS	11	High School Vice Principal



16. Ava	55	F	BS	25	Elementary School Vice Principal
17. Lucas	37	M	BA	7	High School Vice Principal
18. Evelyn	40	F	MA	10	Middle School Principal
19. William	47	M	MED	17	Elementary School Vice Principal
20. Luna	45	F	MS	13	High School Principal
21. Benjamin	41	M	Ed.S.	9	Middle School Principal
22. Harper	36	F	MS	4	High School Principal
23. Levi	37	M	MA	6	High School Vice Principal
24. Sofia	54	F	Ph.D.	6	High School Principal

**Data Collection**

I gathered all the signed consent forms from the participants per the ethical requirements of the human study. During the consent process, I invited the participants to an average of 60-minute interviews with a digital recorder and transcribed it verbatim. I conducted a one-on-one interview through semi-structural and open-ended interview protocol from February 2021 to May 2023 (Merriam & Tisdell, 2016). Specifically, I used the interview questions to conduct a study and collect the primary data. With the review of the previous studies and my experiences validated by four two principals and two teachers, I finalized the interview questions shown in Table 2 below. The thoughts of earlier scholars, such as Cai (2012), Palmer and Liu (2012), Zu (2022), and Zhou (2019), helped me create my interview questions. After I wrote the interview questions, I invited two principals with 15 years of working experience in K12 schools and two teachers who have 10 years of experience suggestions. Then, I revised and finalized the interview questions. Finally, this study reached 96% saturation in codes because of 24 interviews with random selection (Zhang & Koshmanova, 2021)

*Table 2: Sample of Questions*

No.	Sample of Questions
Q1	Please talk about your educational background and views and anything relative to personalized learning, adaptive pedagogy, and whole-person education.
Q2	What do you understand and apply the Daoist principles of self-awareness in your educational practice?

Q3	What are your roles in promoting Daoist principles of personalized learning associated with adaptive pedagogy for whole-person education?
Q4	Can you provide examples of how self-cultivation has influenced your approach to personalized learning?
Q5	How do you encourage students, teachers, staff, and parents to transcend their egos and focus on collective goals for students' whole-person growth?
Q6	How does the principle of humility to serve manifest in your school's culture and practices?
Q7	What do you understand about the principle of doing the right things right?
Q8	What challenges have you faced when implementing the five Daoist principles in your school?
Q9	How have these principles supported students' whole person growth according to your experiences?
Q10	What strategies have you found effective in promoting Daoist principles within your schools' personalized learning and adaptive pedagogy in use?
Q11	How do you understand the relationship between Daoist principles, personalized learning, adaptive pedagogy, and whole-person growth?
Q12	Are there any concerns and opinions I have not



asked for, and would you like to share them with me?
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**Data Analysis and Trustworthiness**

I used two cycle analysis approaches to analyze the verbatim interview data from principals within the computerized-aided qualitative analysis software, namely, N-vivo 12(Adu,2019; Zhang, 2024). I used N-vivo to code, analyze, categorize, and synthesize the major themes and categories aligned with each research question (Flick, 2014; Guest et al., 2012; Saldana, 2016). Specifically, I used several steps to analyze the data. I transcribed verbatim and uploaded the interview data into the N-vivo 12 for my analysis. I read the transcripts multiple times to familiarize myself with the content. Thirdly, I generate the initial codes using thematic analysis related to the research questions. Fourth, I merged the significant categories and identified the major themes aligned with each research question. I fifthly reviewed the significant themes and refined them to ensure they accurately represent the data, checking for coherence within themes and consistency across the entire dataset. Finally, I invited two scholars to validate my study's trustworthiness. One is a Ph.D. candidate whose major is qualitative research methods. The other is a professor majoring in leadership (Denzin & Lincoln, 2018).

**Results**

Findings are presented per research questions shown in the tables below.

**1. How do the five principles of Daoism contribute to personalized learning and adaptive pedagogy for students' whole-person growth in China?**

Chinese principals use three techniques to contribute five Daoist principles to personalized learning and adaptive pedagogy for students' whole-person growth. The three major themes are:

- 1) Inner exploration and personal development.
- 2) Ego transcendence and humble learning.
- 3) Ethical conduct and skillful action.

As shown in Table 3, each theme has three categories, and I cite quotes from principals to support them below.

**Theme 1: Inner Exploration and Personal Development**

Three categories I merged support how Chinese principals explore inner exploration associated with Daoism principles to personalized learning and adaptive pedagogy for students' whole person growth. The three categories are (1) reflective practice, (2) mindful awareness, and goal-driven learning. I cited some quotations from principals to support this theme below.

Liam said: "I encourage our students to reflect on their daily experiences through journaling and guided introspective sessions. By doing so, teachers could foster students develop a sense of self-awareness."

Olivia indicated: "Our teachers incorporate reflective practices into the curriculum by asking students to evaluate their performance and set personal goals after major assignments."

Noah stated, "I promote integrated mindfulness practice, such as meditation and deep breathing, into daily routines. This exercise helps students manage stress and maintain emotional balance."

Emma confirmed: "Mindfulness workshops could help teachers, staff, and students become aware of their feelings, thus contributing their talents to a more positive school environment."

Oliver said: "Students are encouraged to set personal and academic goals at the beginning of each semester. By doing so, students could achieve their actionable goal promptly."

Charlotte indicated: "We emphasize goal setting in our advisory meeting."

Those quotes above indicated that Chinese principals use inner exploration with five Daoist principles to promote personalized learning associated with adaptive pedagogy for students' whole-person growth.

**Table 3**  
**Major Themes of Techniques for Chinese Principals Contribution with Categories and Code Selected with Frequency**

Major Themes	Categories	Codes Selected with Frequencies
Inner Exploration and personal Development	Reflective Practice	Reflection (8), reflective practice (3), introspection (3)
	Mindful Awareness	Awareness (9), mindfulness (3), mindfulness techniques (1), emotion (6)
	Goal-Driven Learning	Goal setting (5), goal (9), learning goal (3)
Ego Transcendence and Humble Learning	Collaborative Spirit	Collaboration (7), collective learning (3), transcending individual ego (3)
	Resilience and Adaptability	Resilience (5), humble (3), collaborative spirit (2)
	Cultural Empathy	Nurturing humility (2), interconnectedness (1), empathy (6)
Ethical Conduct and Skillful Action	Ethical Integrity	Integrity (8), acting with integrity (2)
	Critical Inquiry	Critical thinking (6), inquiry (10)
	Applied Learning	Experiential learning (3), application (5),





practical contexts  
(3)

### Theme 2: Ego Transcendence and Humble Learning

Three categories I merged explore how Chinese principals use ego transcendence for personalized learning and adaptive pedagogical practices for students' whole-person growth. The three categories are (1) collaborative spirit, (2) resilience, and (3) cultural empathy. I cited quotations from participants to support this theme below.

James said: "Collaboration is a cornerstone of our educational philosophy. Group projects and peer learning activities foster community and shared knowledge."

Amelia indicated: "We have created a culture where Collaboration is highly valued. Students regularly engage in team-based tasks, learning to appreciate and leverage each other's strengths."

Elijah stated: "We teach resilience by integrating stories of historical figures who overcame adversity into our lessons. This helps students see challenges as opportunities for growth."

Sophia confirmed: "Our curriculum includes resilience training through role-playing and simulation exercises. Students learn to handle failures and accept new situations gracefully and humbly."

Mateo said: "Cultural empathy is promoted through exchange programs and cultural festivals, where students experience and appreciate diverse traditions and perspectives."

Mia indicated: "We incorporate multicultural literature and global history into our classes, encouraging students to understand and respect different cultures."

The quotes from principals above serve as a testament to the proactive role of Chinese principals in fostering ego transcendence associated with personalized learning and adaptive pedagogy for students' whole-person growth.

### Theme 3: Ethical Conduct and Skillful Action

Three categories I merged support how Chinese principals use ethical conduct associated with personalized learning and adaptive pedagogy for students' whole-person growth. The three categories are (1) ethical integrity, (2) critical inquiry, and (3) applied learning. I cited quotes from participants to support this theme below.

Theodore said: "Daoist principles are woven into our ethics curriculum. Students are taught the importance of integrity and moral decisions in all aspects of life."

Isabella highlighted the practical application of ethical conduct in students' daily lives: "We have developed a code of conduct based on Daoist ethics, which serves as a compass for students in their daily interactions and decision-making processes." This underscores the relevance and applicability of ethical conduct in real-world scenarios, making it an integral part of students' character development.

Henry stated: "Critical thinking is a key component of our teaching strategy. Students are trained to analyze information critically and

make informed decisions, aligning their actions with ethical principles."

Ava said: "Our debate and discussion forums are designed to hone students' critical inquiry skills. They learn to question assumptions and develop well-reasoned arguments."

Lucas indicated: "Experiential learning is emphasized through internships and community service projects. Students apply theoretical knowledge in real-world contexts, reinforcing skillful action's importance."

Evelyn stated: "I collaborate with local community to create more hands-on activities for students. This practical experience is invaluable in preparing them for future challenges."

The quotes above provide compelling evidence that Chinese principals, as key drivers of educational change, utilize ethical conduct to fortify personalized learning and adaptive pedagogical practices. This underscores the pivotal role of principals in promoting students' whole-person growth. The three techniques they employ, namely inner exploration, ego transcendence, and ethical conduct, are instrumental in this process.

### 2. What challenges do Chinese principals face when implementing the five principles of Daoism in personalized learning and adaptive pedagogy for students' whole-person growth?

Chinese principals face three challenges when they explore five Daoist principles in personalized learning associated with adaptive pedagogy for students' whole-person growth. The three challenges shown in Table 4 are (1) cultural and institutional challenges, (2) teacher training, and (3) assessment and accountability. Each theme has three categories, and I cited participant quotes to support this theme and the categories below.

#### Theme 1: Cultural and Institutional Challenges

I merged three categories that support the fact that Chinese principals face cultural and institutional challenges: (1) the traditional educational paradigm, (2) cultural misalignment, and (3) bureaucratic hurdles. I cited quotes from principals below.

William said: "In elementary school, the focus on standardized testing starts early, which can stifle the creativity and curiosity we want to foster. It's a challenge to balance these demands with the principles of Daoist education."

Luna indicated: "High school students face immense pressure from national exams, which leaves little room for alternative pedagogies. Our challenge is integrating Daoist values within a system that prioritizes exam results above all else."

Benjamin stated, "Our educators often find themselves between promoting Daoist principles and adhering to Confucian traditions emphasizing hierarchy and discipline. This misalignment creates a nuanced challenge in our teaching approach."

Harper said: "Aligning Taoist values with contemporary educational expectations is particularly challenging at the high school level, where societal pressures for academic success are at their peak."



Levi indicated: "The high school environment is particularly prone to bureaucratic constraints, which impede our efforts to introduce and sustain innovative educational practices rooted in Daoist principles."

Sofia stated: "Navigation the bureaucracy in the education sector is one of our biggest challenges. The administrative burden often stifles our flexibility to experiment with Daoist-inspired pedagogies."

Those quotes above indicate that Chinese principals face cultural and institutional challenges. Those quotations inspire me to realize that Chinese principals need to explore the Daoist five principles associated with personalized learning and adaptive pedagogy for students' whole-person growth.

traditional checklist (2), holistic development (2)

Standardized Testing Pressure Standardized testing (2), standardized (5), testing (6)

Parental High Score Expectations Parental expectations (5), college admission rates (3), academic outcomes (3)

Table 4

Major Themes of Challenges for Chinese Principals Implementation with Categories and Codes Selected with Frequencies

Major Themes	Categories	Codes Selected with Frequencies
Cultural and Institutional Challenges	Traditional Education Paradigm	Traditional (6), traditional education (3)
	Cultural Misalignment	Culture (10), cultural (5), cultural ideologies (3)
	Bureaucratic Hurdles	Bureaucratic (3), regulatory (5), policy (3), administrative barriers (3)
Teacher Training and Professional Development	Pedagogical Training	Pedagogy (8), pedagogical training (2), pedagogical (5), teacher training (3)
	Mindset Shift	Positive (5), mindset (5), mindset shift (3)
	Resource Constraints	Limited access to resource (2), limited access (5), resource-constrained educational setting (1)
Assessment and Accountability	Assessment Metrics	Assessment (6), assessment metrics (1),

Theme 2: Teacher Training and Professional Development

Three merged categories pointed out that Chinese principals face the challenges of limited teacher training and professional development opportunities. The three categories are (1) pedagogical training, (2) mindset shift, and (3) resource constraints. I cited quotes from participants to support this theme below.

Liam said: "There is a significant need for more training programs that help teachers integrate Daoist principles into their daily lessons. Without this support, it's difficult to shift away from traditional methods."

Olivia indicated: "Our teachers express a keen interest in professional development focusing on Daoist pedagogy, but opportunities are limited. More resources in this area would greatly benefit our school."

Noah stated: "At the high school level, teachers often resist changing their established methods. Promoting a mindset shift towards learner-centered education is essential, but it requires continuous support and encouragement."

Emma said: "Shifting the mindset from a traditional control-based approach to a more learner-centered one is challenging. We are working on this through regular workshops and collaborative discussions."

Oliver indicated: "Resource constraints make it difficult to provide the necessary tools and support for innovative teaching methods. This is a particular challenge in underfunded schools."

Charlotte stated: "Resource limitations are a significant barrier. We need better technological infrastructure and support systems to implement personalized learning effectively."

Those quotes above show that Chinese principals promote personalized learning associated with adaptive pedagogy through the five Daoist principles for student whole-person growth. This causes principals to face challenges and need more support, such as pedagogical training, mindset workshop training, and more resources.



**Theme 3: Assessment and Accountability**

Three categories that I merged support how Chinese principals face the challenge of assessment and accountability when they explore the five Daoist principles to promote personalized learning associated with adaptive pedagogy for students' whole-person growth. The three categories are (1) assessment metrics, (2) standardized testing pressure, and (3) parental high score expectations. I cited quotes from participants to support this theme below.

James said: "Our goal is to create comprehensive assessment frameworks that measure holistic development. However, traditional metrics prioritize academic performance, which can overshadow other important aspects of student growth."

Amelia indicated: "High school assessments are heavily focused on academic achievements. We are developing frameworks that consider students' personal growth and adherence to Daoist principles, but it's a complex task."

Elijah stated: "The high stakes of standardized testing in high school create an environment where academic performance is prioritized over holistic growth. This pressure complicates our efforts to integrate Daoist pedagogy."

Sophia said: "Middle school students face increasing pressure from standardized tests, which can overshadow the importance of holistic growth and Daoist educational values."

Mateo indicated: "High school parents are primarily focused on college admissions. We work hard to balance these expectations with our emphasis on personal development and ethical growth, fostering a broader perspective among parents."

Mia stated: "Managing parental expectations is crucial. Parents often prioritize academic success, so we must effectively communicate the value of holistic education."

Those quotes above indicate that Chinese principals face challenges in assessing students' performance and making parents satisfied with their teaching. Since principles promote personalization associated with adaptive pedagogy for students, students' whole-person approach contradicts the high-score-based learning environment.

**3. What strategies can Chinese principals employ to effectively promote the five Daoist principles in personalized learning and adaptive pedagogy for students' whole-person growth?**

Chinese principals use three strategies to promote the Daoist five principles in personalized learning associated with adaptive pedagogy for students' whole-person growth in the high-power distance and score-based learning environment. The three major themes shown in Table 5 are :

1. Cultivating self-awareness and personal growth,
2. Enhancing interconnectedness and collaborative learning,
3. Promoting ethical conduct and holistic well-being.

Each theme has three categories with quotes cited below.

**Theme 1: Cultivating Self-awareness and Personal Growth**

Three categories I merged help Chinese principals cultivate self-awareness and personal growth for students' whole person growth. The three categories are (1) implementing reflective practices, (2) developing personalized learning plans, and (3) encouraging goal setting. I cited quotes from participants to support this theme below.

Liam said: "We conduct weekly mindfulness sessions to help our young students develop self-awareness and manage their emotions."

Noah indicated: "Reflective journals are a key component of our curriculum. High school students are encouraged to document their learning experiences and personal growth, which helps them gain deeper insights into their educational journey."

Emma stated: "We administer learning style assessments to tailor our teaching methods to each student's preferences. This approach helps us create a more engaging and effective learning environment."

Oliver said: "Offering a flexible curriculum that allows students to choose subjects and projects aligned with their interests has significantly improved student engagement and motivation."

Charlotte indicated: "I guide students to practice SMART goal to set up their learning plan. This practice instills a sense of accomplishment and direction from an early age."

Amelia stated: "Recognizing and celebrating student achievements is vital. It acknowledges their hard work and inspires other students to set and pursue their goals."

Those quotes above show that Chinese principals use three strategies, such as personalized learning plans and goal setting, to help them promote the Daoist five principles of personalized learning associated with adaptive pedagogy for students' whole-person growth.

**Table 5**  
**Major Themes of Strategies for Chinese Principals Promotion of the Five Daoist Principles with Categories and Codes with Frequencies**

Major Themes	Categories	Codes Selected with Frequencies
Cultivating Self-awareness and Personal Growth	Implementing Reflective Practice	Self-awareness (6), emotional regulation (5), reflective practice (3), self-assessment tools (2), reflective journals (3)
	Developing Personalized Learning	Personalized learning plans (2), learning style assessment (2),



	Plans	flexible curriculum (5), advisory programs (2)
	Encouraging Goal Setting	SMART Goal (3), progress tracking (3), celebration of achievement (2), goal-setting (5), progress (5)
Enhancing Interconnectedness and Collaborative Learning	Facilitating Peer Learning	Study groups (5), peer feedback (3), mentoring programs (3), peer mentorship (3), mentor (5)
	Organizing Community Service Projects	Local community project (1), service-learning curriculum (3), service-learning (5), community service (3)
	Promoting a Collaborative Environment	Team-building activities (3), collaborative classroom (3), conflict resolution (3), communication skills (5)
Promoting Ethical Conduct and Holistic Well-being	Integrating Ethical Education	Ethical (9), ethical discussions (3), role models (3), ethics in action (3), ethics (10)
	Implementing Holistic Wellness Programs	Physical activity (3), mental health resources (3), nutrition education (1), wellness (5)
	Providing Experiential Learning Opportunities	Projects (8), project-based learning (3), project-based (5), hands-on learning (3)

**Theme 2: Enhancing Interconnectedness and Collaborative Learning**

Three categories that I merged explore how Chinese principals use the strategy of interconnectedness and collaborative learning to promote Daoist principles in personalized learning and adaptive pedagogy for students' whole-person growth. The three categories are (1) facilitating peer learning, (2) organizing community service projects, and (3) promoting a collaborative environment. I cited quotes from participants to support this theme below.

Mia said: "We form study groups where students can collaborate and support each other's learning."

Isabella indicated: "Our peer mentorship programs pair older students with younger ones, promoting leadership and a supportive school culture."

William stated: "Partnering with local organizations for community service projects allows our students to contribute meaningfully to their communities while learning important social values."

Levi said: "We organize regular volunteer days where the entire school participates in community service activities. These events build a strong sense of community and civic responsibility."

Benjamin indicated: "Designing classrooms to facilitate group work and collaboration has transformed how our students interact and learn together."

Luna stated: "Offering conflict resolution workshops equips our students with the skills they need to navigate and resolve conflicts effectively, promoting a harmonious school environment."

The quotes above state that Chinese principals use peer learning, community service, and collaborative approaches to promote Daoist principles in personalized learning and adaptive pedagogy for students' whole-person-whole-person growth.

**Theme 3: Promoting Ethical Conduct and Holistic Well-being**

Three categories I merged from the principals' voices explore how Chinese principals promote Daoist principles in personalized learning and adaptive pedagogy for students' whole-person growth through ethical conduct and holistic well-being promotion. The three categories are (1) integrating ethical education, (2) implementing holistic wellness, and (3) providing experiential learning opportunities. I cited quotes from participants to support this theme below.

Mia said: "We hold regular discussions on ethical issues to engage students in moral reasoning. These discussions are crucial for developing their understanding of right and wrong."

Theodore indicated: "Inviting guest speakers who exemplify ethical behavior provides our students with real-life role models. These interactions inspire them to uphold similar values."

Lucas stated: "Nutrition education and healthy eating initiatives are integrated into our wellness programs to promote students' overall health and well-being."

Ava said: "Our physical activity programs include yoga and Tai Chi, which help our students develop physical fitness and mental relaxation from a young age."





Emma indicated: "Organizing outdoor education programs connects our students with nature and teaches practical survival skills, enhancing their experiential learning."

Oliver stated: "Encouraging project-based learning allows students to develop problem-solving skills."

Those quotes above show that Chinese principals strengthen ethical conduct and holistic well-being by promoting Daoist principles in personalized learning associated with adaptive pedagogy for students' whole-person growth. Therefore, Chinese principals use the three major strategies discussed above to promote Daoist principles for students' whole-person growth contextually in schooling.

## Discussion

Three significant findings were discussed in this study. First, Chinese principals emphasized that promoting Daoist principles in personalized learning associated with adaptive pedagogy for students' whole-person growth needs to strengthen reflective practices across all levels. Reflective practices, such as mindfulness sessions, self-assessment tools, and reflective journals, could foster students' more profound understanding of their strengths and areas for improvement. This finding is compatible with the previous studies. For example, Howes (2023) indicated that Chinese principals explore Daoist principles associated with personalized learning to implement through learning styles, assessments, flexible curriculums, and advisory programs for students' individual growth.

Zeichner and Liston (2013) claimed that principals use reflective teaching to encourage students to discover their talents for their students' whole personal growth. Geng et al. (2019) suggested that principals promoting Daoist principles associated with personalized learning could help students find their talents and skills for their whole-person capacity growth. Yorks and Kasl (2002) pointed out that principals use reflective practices to foster students, setting up and tracking their specific goals within relationships to encourage academic and personal development and instill a sense of direction and motivation. Therefore, the previous studies support this finding, and this study also suggested that using Daoist principles could strengthen personalized, reflective, and adaptive teaching in fostering students' well-rounded, self-aware study body that values continuous personal integrity.

Second, this study found that Chinese principals use Daoist principles associated with personalized learning and adaptive pedagogy for students' whole-person growth through interconnectedness and collaborative learning. As for interconnectedness and cooperative learning, principals use various strategies to build a cohesive and supportive school environment. For example, this study suggested that principals use peer learning, group study, peer feedback, and mentoring to promote collaboration and build mutual trust among students for their achievement. This finding is compatible with the previous studies. For example, Yuen and Schlote (2024) indicated that collaborative learning could increase students' motivation and engagement

through personalized and adaptive instruction associated with Daoist principles. Tan (2024) emphasized that Daoism could help students build an open and flexible mindset, which could involve them in learning activities. By doing so, Zhang (2023) indicated that Chinese principals use Daoist principles associated with interconnectedness and collaborative learning to enhance students' whole-person growth through peer and mentoring support. Pan (2023) stated that principals use collaborative learning guided by Daoist principles, personalized learning, and adaptive instruction to engage students fully in their learning and achieve academic outcomes.

Besides, this finding added to the previous studies about how Chinese principals use Daoist principles in personalized learning and adaptive instruction for students' whole-person growth. Since China is an exam-oriented learning and teaching environment, this study suggested that Chinese principals could integrate Daoist principles into the curriculum to offer students practical opportunities to contribute to their communities. Previous studies have usually emphasized that principals need to foster teachers to improve students' academic performance (Zhang & Koshmanova, 2020; Zheng, 2013). However, this study found that principals must promote Daoist principles in personalized learning associated with adaptive pedagogy for students' holistic growth, not just for academic performance but for whole-person integration. Therefore, this study claimed that promoting a collaborative environment through team-building activities, collaborative classroom designs, and conflict-resolution workshops could help students develop their social skills and a sense of community.

Finally, Chinese principals use Daoist principles associated with personalized learning and adaptive pedagogy to foster students' whole-person growth through holistic well-being and ethical conduct. This finding suggested that principals must incorporate ethical and holistic wellness into the school curriculum. Previous studies usually emphasize that principals assess students' performance by relying on their academic performance (Zhang & Koshmanova, 2020). Also, principals evaluate teachers' teaching effectiveness based on their students' test scores (Zhang & Koshmanova, 2020). This study found that Chinese principals must promote whole-person education using personalized learning and adaptive pedagogy contextually associated with Daoist principles and philosophy. For example, Liu and Yin (2020) suggested that principals need to consider how ethical conduct influences teachers' professional and student learning outcomes for lifelong learning and school long-term benefits. This viewing suggests that Chinese principals need to emphasize the importance of ethical practice during the process of students' learning within assessment.

Also, principals must ensure that curriculum forms students' whole person growth capacity. For example, Chan and Chan (2022) suggested that principals need to foster students to assess students' performance, not just on test scores but on students' holistic capacities such as social communication skills, critical thinking, and problem-solving abilities. Saito and Akiyama (2022) suggested that principals need outcomes-based education instead of holistic wellness programs with regular ethics discussions, role model



guest speakers, and ethical decision-making exercises for students' moral reasoning formation.

Zhang and Koshmanova (2021) claimed that principals need to use transformative and holistic approaches associated with Daoism philosophy for students' well-being formation through physical activities like yoga, Taichi, and Yi Jinjing, mental health resources, and nutrition education. Besides, principals must implement a curriculum to give students experiential learning opportunities, such as outdoor education, project-based learning, and internships for practical application with a balanced development of mind and body. Therefore, this study found that principals emphasize holistic approaches aligned with Daoist principles, emphasizing the importance of a well-rounded education that nurtures ethical conduct and personal well-being alongside academic achievement.

## Conclusion

This study highlighted that principals could integrate Daoist principles into the educational frameworks across elementary, middle, and high schools and even higher education to foster self-awareness, interconnectedness, and ethical conduct among students for their whole person growth. Also, principals can promote Daoist principles in personalized learning associated with adaptive pedagogy through reflective practice, customized learning plans, and goal setting that support students' individual growth and self-improvement. Finally, this study suggested that principals promote collaborative learning and community engagement, which could instill a sense of unity and social responsibility in students' growth as a whole person. Therefore, this study highlighted that principals use a balanced educational philosophy that harmonizes academic achievement with personal and ethical development in line with Daoist educational ideals.

## Implications

Three implications are suggested. First, principals could integrate Daoist principles into daily operational practice through personalized and adaptive learning for students' personal growth. As for students' whole personal growth, principals could encourage teachers to shift from traditional rote learning to more introspective, personalized, project-based, and adaptive learning through mindfulness sessions, self-assessment tools, and reflective journals.

Second, principals enhance interconnectedness and collaborative learning to develop students' social skills and community engagement through peer learning, community service, and team-building activities. By doing so, principals could foster a sense of interconnectedness and mutual support among school stakeholders to prepare students for future collaborative work environments and civic responsibilities.

Finally, this study suggests that principals should use various approaches, such as ethical discussion, role models, and decision-making exercises, to cultivate students' whole-person growth. For example, this study suggested that principals could implement holistic wellness programs, including physical activities, mental health resources, and nutrition education, to address students'

overall well-being, recognizing that mental and physical health is critical to effective learning. Experiential learning opportunities such as outdoor education, project-based learning, and internships suggest a move towards more practical, hands-on learning experiences that connect classroom knowledge with real-world applications. These implications point towards a more balanced and comprehensive educational system that prepares students for all facets of life, aligning with Daoist principles of harmony and holistic well-being through personalized learning and adaptive pedagogy.

## Limitations and Recommendations

This study has three limitations. The first limitation is cultural context and generalizability. Daoist principles are deeply rooted in Chinese philosophy and may need to be more easily transferable or equally effective in different cultural contexts. The findings may not be generalized to other educational systems in the world. As for this limitation, a cross-cultural comparative study will explore the applicability and effectiveness of Daoist principles in diverse cultural contexts. The comparative studies involve different countries and educational systems, which could provide insights into how these principles can be adapted and recontextualized into various cultural frameworks, enhancing the generalizability of these findings.

The second limitation is implementation variability. The success of integrating Daoist principles largely depends on how well these practices are implemented across different schools and educational levels. Variability in resources, teacher training, and institutional support can lead to inconsistent application and outcomes. Therefore, a further study should evaluate different implementation strategies to identify best practices for integrating Daoist principles into education. This study should examine the role of teacher training, institutional support, and resource allocation in successfully applying these principles.

The third limitation is longitudinal impact. This study primarily provides a snapshot of integrating Daoist principles into educational practices. However, the long-term implications of these principles on students' development and academic achievement still need to be determined. With longitudinal studies, it is easier to assess how sustained engagement with Daoist-inspired educational practices influences students' personal and professional lives. Therefore, a longitudinal research design is needed to evaluate the sustained impact of Daoist-inspired educational practices on students' academic performance, personal growth, and professional success. The longitudinal research will provide valuable data on how continuous exposure to these principles affects students over time, offering a more comprehensive understanding of their long-term benefits and potential areas for improvement.

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