

A MODEL FOR THE DEVELOPMENT OF LEADERSHIP CHARACTERISTICS FOR TAIWANESE SCHOOL PRINCIPALS

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Abstract : This research mainly aimed to study Taiwanese principals' transformational leadership characteristics, compared their transformational leadership according to their age, gender, the education level, the years of experience and propose a transformational leadership characteristics model for developing transformational leaders for schools in the future. Principals from 350 schools in Taiwan received the Survey of Transformational Leadership (STL). The findings showed a significant difference of school principals' transformational leadership characteristics according to their years of experiences. Principals who have only above 16 years of being a school principal have shown a significant difference of transformational leadership compared with those who have 6-10 years of experience. By using Multiple Regression test, the research found that at significance .05 level, results also indicated the significant multiple correlations were .856 with the multiple coefficient of determination R Square= .732 or 73.2% of school principals' performance could be explained by the prediction equation from the combined predictors, i.e.: Taiwanese School Principals' Performances = .372 Integrity + .234 Develops Others + .230 Demonstrates Innovation + .179 Task Delegation + -.066 Expects Excellence + -.041 Sensible Risk + .035 Inspirational Motivation + .025 Encourages Innovation + -.004 Supports Others (in standard score form). Based on these findings, the researcher provided discussion and recommendations.

Keywords: transformational leadership, characteristics, coaching, strategies

Introduction

Every few hundred years throughout Western history sharp transformations have occurred. In education as well, every few decades the pendulum of change swings from one side to another because of changes in the world, such as in basic values, world perspectives, the social environment, political structures, the arts, transportation, and information delivery (Drucker, 1995).

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While the pendulum swings wide in western education there is a huge shift in eastern education as well, such as in Taiwan, especially in regards to its education system. The education system in Taiwan was highly centralized and up until 1964 principals were assigned by separate cities or county bureaus of education. Until 1998 principals were selected at the national level based on written and oral exams. Those who passed these exams and subsequent training courses were assigned to schools. After being appointed, the Taiwanese school principals did not need to be evaluated by their superiors. There was no ongoing systematic evaluation so they could essentially serve for life. Starting in 1999 an appraisal system was included in the process when the legislature amended the nation's Compulsory Education Law. Besides the exams and training the principal candidates needed to be evaluated regularly by the local county or city committee which included members from different parties, such as the bureau of educational personnel, parents (at least one-fifth of the membership), teachers, education experts, and community representatives (Shouse & Lin, 2010). In order to find solutions to issues and problems within the education system several Taiwanese government ministers needed to collaborate. This resulted in the Ministry of Education (MOE) forming the Council on Education Reform in 1994. Meanwhile, to be aware of what people's expectations were for this change of education and to be able to deal with the rapidly changing world the Central Government made an announcement that education, along with politics and the judiciaries, would be the three major domains to reform education in Taiwan (Council for Education Reform, 1996). The main task of the Council on Education Reform was to develop an educational plan proposal which including five reports, such as the concluding report issued in December 1996. There were five directions for the reform actions which including the following: deregulating education; helping every student to learn; broadening the channels for student recruitment; promoting educational quality; and establishing a lifelong learning society (CER, 1996).

Research Objectives

The research objectives were following the research questions of the study and are listed below:

1. To identify the current characteristics of transformational leadership of school principals in Taiwan.
2. To compare the current transformational leadership of school principals in Taiwan according to their demographics including age, gender, educational background, and work experience.
3. To determine to what degree the characteristics of the selected principals in Taiwan attribute to their own leadership.

4. To propose a transformational leadership characteristics model for MOE in Taiwan to train and develop transformational leaders.

Literature Review

The literature review includes four parts (A, B, C, and D). Part A contains the leadership theories, such as the nature of leadership, transactional leadership, situational leadership, charismatic leadership, transformational leadership, part B contains transformational leadership in education, part C contains the education context in Taiwan, and part D involves in research related, such as overall school effectiveness research, in order to find out the connections between the Taiwanese school principals' geographic and the transformational leadership.

Leadership Theory

Antonakis, Cianciolo and Sternberg (2004) mentioned the following areas related to leadership: the complication of it, the scientific studies, the evaluation and analysis, the main factions of leadership, the success and development, and appearing issues such as ethics, gender, and culture. In this book, it pointed out that leadership is different from management because leaders lead people not only with brains, also with heart and spirit. Therefore, leaders will change people's values, ideals and vision, organizational symbols and will have good empathy allowing them to understand their followers' emotions and feelings. Managers focus on operational tasks more than other factors and seek for stability. They lead people with the rationality, the regulations, and the organizational obligations.

A brief history of leadership research indicated the following schools of leadership. Trait School of Leadership – There were increasing scientific studies regarding leadership in the 20th century. One main idea that showed was the “great man” perspective. Scholars who brought this perspective up were saying that the “great man” have specific characteristics, which are the key points to identify a leader among the crowd. Based on Bass (1990), there were 6 factors associated to the traits of leadership, which is listed below:

- Capacity – the ability to do, experience, or understand things, which includes circumspection, verbal communication dexterity, intelligence, originality, and astuteness
- Achievement – a thing done successfully, typically by effort, courage, or skill; accomplishment includes erudition, learning and talent, athleticism

- Responsibility – the stated or fact of having a duty to deal with something or someone; it includes being reliable, proactive, persistent, ambitious, confident, and eager to reach outstanding vision
- Participation – the action of taking part in something; actions include attending events, socializing with others, being a team player, being flexible, and adjusting to the surroundings, and having good sense of humor
- Status – the relative social, professional, or other standing of someone or something, such as the socio-economic position and prestige
- Situation – a set of circumstances, which includes intellectual level, social position, techniques, demands, and benefits of the employees, a shared vision, etc.

Behavioral School of Leadership – In the past, most of the trait literatures had come up with quite downbeat reviews; therefore, the trait movement was replaced by behavioral leadership in the 1950s. Katz, Maccoby, Gurin, & Floor (1951) had identified two dimensions of the leadership. One dimension was consideration, more of employee-centered leadership, and another one was initiating structure, focusing on productiveness.

Contingency School of Leadership – House (1971) emphasized on how leaders lead people to find out the directions in order to reach their goals. Kerr and Jermier (1978) continued to do more researches and developed a theory called “substitutes-for leadership.” They focused on the leadership that was not necessary to certain factors such as follower’s ability, organizational systems, and protocols, etc.

Relational School of Leadership – From the contingency leadership, it has matured into what is now called leader-member exchange (LMX) theory (Graen & Uhl-Bien, 1995; Uhl-Bien, Graen, & Scandura, 2000), which portrayed the character of the correlations between leaders and the followers. If leaders expect high performance from their followers, they need to gain their trust and respect in order to build good quality of relations. However, if the leader only focuses on the followers’ performance according to their contract and job descriptions, then the quality of relations would be low. The more positive leaders generate higher quality relations (Lowe & Gardner, 2000).

Skeptics of Leadership School – Leadership research faced a series of crises in the 1970s and 1980s. Some researchers, such as Eden & Leviatan (1975), Rush, Thomas, & Lord (1977) indicated that the ratings of leadership questionnaire might be untruthful due to the leadership theories, which would impact the validity of the questionnaire. There are still questions that have not

been answered by this leadership school, however it had some benefits for the researchers in later times. These gains were to remind scholars to use more rigorous methods, to differentiate top-level from supervisory leadership, to focus on followers, and to be more conscious of reality (Antonakis, Cianciolo, and Sternberg, 2004).

Information-Processing School of Leadership – This study emphasized the comprehension of why a leader is legalized by the integrity of the fact that his or her characteristics match the quintessential expectation of his or her followers (Lord, Foti, and De Vader, 1984). Wofford, Goodwin, & Whittington (1998) pointed out that the information-processing perspective also clarified how cognition is related to the set of various behaviors.

The New Leadership (Neocharismatic/Transformational/Visionary) School – After a while it had appeared that the leadership research had come to an insipid path and it was time to do something new or it would be criticized. Bass (1985) together with others researchers created new theories, such as the characteristic or visionary leadership. Bass (1985) then named this kind of leadership, “Transformational Leadership.” He also indicated that the behaviors of an idealized/charismatic, visionary, and inspiring leader heartened followers to go beyond their interests in order to fulfill the greater good (Antonakis, Cianciolo, and Sternberg, 2004).

Transformational Leadership in Education

Transformational leadership is the process that changes and transforms people. The concerned parties included the following: emotions, ethics, standards, values, and goals, especially the long-term ones (Kuhnert, 1994). Leaders who perform transformational leadership usually have strong values and clear ideals. They can effectively motivate their followers to have higher level of ethics, and are willing to put the organizational needs before their personal needs which will help support the organization (Kuhnert, 1994).

Transformational leadership includes four factors: *Idealized influence (charisma)*, *Inspirational Motivation*, *Intellectual Stimulation*, and *Individualized Consideration* (Kuhnert, 1994). Transformational leaders encourage their followers to try new and creative ways, strategies or approaches to handle organizational issues. Individualized consideration is the fourth factor for transformational leadership. It represents those transformational leaders act like coaches and advisors. They actively and carefully listen to their follower’s individual needs. These leaders support their followers to actualize their ideals (Northouse, 2010). Transformational leadership usually examines five core components, four that are traditionally

conceptualized as transformational domains (i.e., idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration), plus one that is measured less frequently (empowerment).

Seltzer (1982) found that having idealized influence avoids increasing stress or causing burnout at the workplace (Seltzer et al., 1989). The typical characters of transformational leaders include showing determination (House, 1977), honesty, and openness (Almino-Metcalfe & Alban-Metcalfe, 2005), plus sensible risk-taking even if they are not sure that things will be successful (Conger & Kanungo, 1994; Sashkin & Sashkin, 2003). Idealized influence also includes the ability to gain people's trust, respect, and to make them feel proud of their team (Sashkin & Sashkin, 2003; Yukl, 1999). Creating intellectual stimulation is another essential core component. Podsakoff, MacKenzie, Moorman, and Fetter (1990) emphasize that leaders need to encourage their followers to think outside of the box, to step out of their comfort zone, and to try new and innovative ways to solve problems. These leaders would apply coaching skills to lead their followers during the decision making process so they would get a buy-in from the followers. Transformational leaders have a good sense of what the atmosphere of the workplace is and how it shifts. They can also find opportunity within and outside of the organization (Conger & Kanungo, 1994), which is important if they want their followers to stimulate new ideas. One of the most conspicuous features of transformational leaders is that they are able to lead their follower to reach the organizational vision by providing meaning and challenge to their assignments (Bass & Riggio, 2006).

Educational Leadership Research in Taiwan

Professor Pan Hui-ling (2010) researched the educational leadership and school transformation in Taiwan, which took her six years to complete. The resources for this study were focused on two parts: The National Science Council (NSC) projects (2005 - 2010) and educational journal theses and dissertations (2006 - 2010). The first part was to analyze all research projects the NSC had announced from 2005 to 2010. It stated that there were 82 research studies that the NSC conducted and implemented focusing on educational leadership and school transformation. Among these research projects there were 72 projects focused on educational leadership. Only 12 projects emphasized school transformation.

Among the 72 research projects that focused on educational leadership, most of the research emphasized principalship, with only six projects that were not, two focusing on the department directors and content area group leaders, two for teacher leadership, and two projects based on leadership and wisdom

development. The sample was derived from different fields, administrative managers in universities, and student group leaders (Pan, 2010).

The principalship researches can be divided into seven categories: Principal Leadership Style, Principal Leadership Behavior, Principal Cognition, Principal Effectiveness, Principal Evaluation, Principal Nurturing, and Principal Professional Development, in which the research on Principal Leadership Style had the highest amount (30 projects; 42.9%), with the Principal Leadership Behavior the second (21 projects; 30%) (Pan, 2010).

These included some interesting and unique topics. Among the principal leadership style research, topics like Emotional Leadership, Does-good-deeds-to-lead-a-pious-life Leadership, Story Leadership, Democratic Education Leadership, Space Leadership, etc., were very rare to find in the past. Most of the researches still focused on the Transformational Leadership (6 projects), Knowledge-Oriented Leadership (6 projects), and Distributed Leadership (3 projects). There were also five research projects exploring the relationship between principal leadership and student learning outcomes (Pan, 2010).

Research on principal leadership behavior included Curriculum Leadership, Instructional Leadership (teaching: 8 projects), Creative Leadership Behavior, Administration Ethical Decision, Data-driven Decision Making, Social Resource Allocation, Create Positive Environment for Teaching and Learning, The Relationship between the Leaders and the Subordinates, etc. Compared to leadership style and behavior there was very little research that discussed principal cognitive development and skills, with only 4 projects exploring this area (Pan, 2010).

In educational organizations leaders do not just mean principals; they also include the middle managers and the teacher leaders. There is research showing that the principalship plays an important role in school transformation and student achievement. The research at the Ontario Institute for Studies in Education at the University of Toronto has two convergent opinions in current work of education reform. First, reform has to start from the system, which was called, “the tri-level solution.” The tri-level indicated the school/community, the district, and the system or policy level. Secondly, the main driving force is leadership (Fullan, 2005). Newmann et al. had summarized the key factors that would influence education at the school/community level in the best way. School capacity, which was defined as the collective power of the whole staff to work collaboratively in order to bring up student achievement, was the main factor to success (Northous, 2010).

If schools were equipped with these five characteristics, they were able to bring people's strength together to effectively accomplish more. In school settings principals have been expected to effectively decode the political environments, to execute the multiple education policies, and to deal with various problems and conflicts inside or outside of their school campuses (Yekovich 1993). Interestingly, principals share a code of ethics similar to medical doctors because both are obligated to think before they act (Bolman and Deal 1995).

Recent research has been focused on leadership and brain development /cognitive skills. Pan's (2010) study indicated that research on transformational characteristics and the principalship is lacking and therefore this study is to conduct a research of the Taiwanese school principal leadership style frameworks, such as instructional and transformational leadership skills in Taiwan and then to develop a possible model to develop leadership skills related to the transformational leadership, which could be applied in the Newly Appointed Principal Training System.

Related Research

Since late 1960's there was research related to the school effectiveness. The milestone of this research was the Equality of Educational Opportunity Report conducted by James Coleman and his colleagues. Coleman et al. (1966) indicated that family background had more impact on student achievement than school characteristics and resources. However, this finding was misunderstood as "schools do not make a difference" (Cohen, 1982). This misinterpretation had caused pessimistic ideas about education. Studies that were against the Coleman report were conducted to prove that schools do have an impact on student achievement (Coleman et al, 1966).

A few researchers tried to combine some studies in the late 1970's in order to come up with some ideas which help under-advantaged children achieve the levels that were closer to children in suburban areas. This study was the head of the effective school movement in the United States (Firestone, 1991). Studies published by Brookover, Beady, Flood, & Schweitzer (1979) and Edmonds (1979) in the United States and by Rutter, Maughan, Mortimore, & Ouston (1979) in the United Kingdom were the early works on school effectiveness. Other countries like Israel and the Netherlands started to investigate this area after the United States and United Kingdom. Only very recently some countries in Europe such as Sweden and Norway, and a few countries in the Eastern like Australia, New Zealand, Hong Kong and Taiwan, began to engage in effectiveness issues (Creemers, 1996).

There has been increasing amounts of research studying school effectiveness in the past four decades. Some important findings related to the characteristics of effective schools, either from empirical studies or review papers, had been proposed. However, these findings were more or less the same as the Edmonds' (1978) "five-factor theory": (1) Focusing on student mastery of basic skills; (2) Having high expectations for students; (3) Developing strong administrative leadership; (4) Following up student's assessments; (5) Creating shipshape atmosphere beneficial to student learning. There are still a lot of similar characteristics of effective schools which were identified by some recent research, such as Levine and Lezotte (1990) and Sammons, Hillman, and Mortimore (1995).

Conceptual Framework

This study aimed to propose a model of transformational leadership from the current transformational leadership of Taiwanese school principals to enhance school principals' transformational characteristics mainly based on the theories of Transformational Leadership.

It explored what the significant transformational characteristics among these principals were by assessing the current principals' characteristics for transformational leadership through the nine characteristics, which are *Integrity, Develops Others, Demonstrates Innovation, Task Delegation, Expects Excellence, Sensible Risk, Inspirational Motivation, Encourages Innovation, and Supports Others* by use the adapted questionnaire. The study also planned to propose a transformational leadership characteristics model for Ministry of Education in Taiwan to train and develop transformational leaders.

The conceptual framework was illustrated below, which showed the main variables and process of this study (See Figure 1).

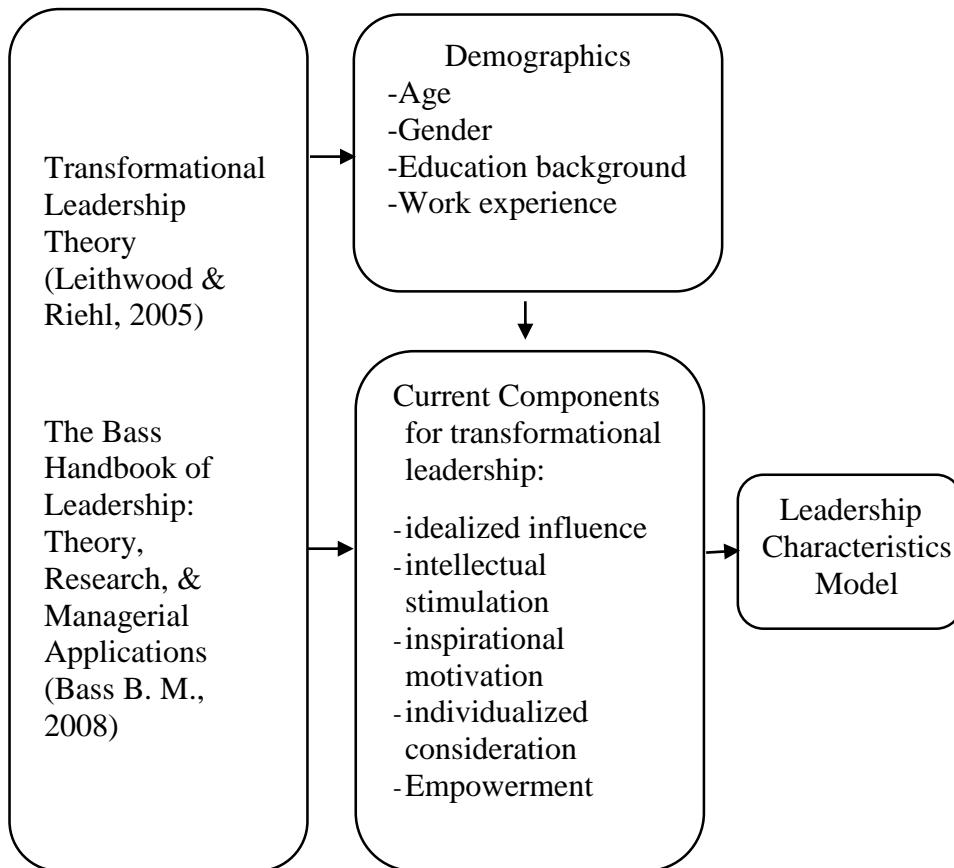


Figure 1: Conceptual Framework

Research Methodology

This study was designed to identify what transformational leadership characteristics that Taiwanese school principals have shown in their day-to-day operations of the school and their behaviors. It was also designed to determine what transformational leadership characteristics Taiwanese school principals performed, to see if the gender, education degree and the years of experience would impact their performance in related to the transformational leadership. There was a large amount of research over the past decades that have assessed the influence of certain leadership characteristics and behaviors on student achievement. It has been shown that if leaders increase their leadership capability in the field that corresponds to student academic achievement they would be more successful in terms of leading the school. In

the past there were not enough self-assessments for leaders to utilize in order to develop better self-awareness, even though they might think they were very capable and had used different instruments to measure their ability as a leader. Therefore, this study was to allow Taiwanese school principals to assess their own transformational leadership characteristics and to see if they are performing transformational leadership to show their leadership capabilities.

Findings

Research Objective One

Research Objective One was to identify the current transformational leadership characteristics of Taiwanese school principals.

The researcher selected 160 from 506 elementary school principals (46% of 350), 95 from 288 middle school principals (27% of 350) and 95 from 211 high school principals (27% of 350). By using stratified random sampling technique, the researcher used an interval of 2 to choose from each list (a group of 3, and the 3rd one will be the sample). This survey included nine sub variables and each variable contained different numbers of items (See Table 1).

Table 1: *The perception data was collected in nine areas by 4 to 25 following statements*

Integrity (IN)	1,6,10,16,37,42,47,53,64,69,73,76,82,94	14 items
Sensible Risk (SR)	17,21,27,31,88,92	6 items
Encourages Innovation (EI)	2,48,54,59,70,77,81,95	8 items
Demonstrates Innovation (DI)	7,11,22,28,38,79,84,86	8 items
Inspirational Motivation (IM)	3,12,15,19,23,26,29,33,36,39,41,43,46,49,52,55,57,60,63,66,71,75,83,89,91	25 items
Supports Others (SO)	4,13,34,58	4 items
Develops Others (DO)	50,61,67,85,87	5 items
Task Delegation (TD)	5,9,14,20,25,30,35,40,45,51,56,62,65,68,74,93,96	17 items
Expects Excellence (EE)	8,18,24,32,44,72,78,80,90	9 items

Data was collected through 96 items in which survey described their behaviors using a 5-point choice scale that range from a 1 (Never) to a 5 (Always). The mean displayed in each table about their behaviors in performing transformational characteristics. Data was collected through survey sent out to 350 school principals with 290 returned responses that were valid. The result from the survey showed that the mean is 4.05 and the standard deviation is .32, which has indicated that the school principals in Taiwan have shown transformational leadership was at the high level. (See Table 2).

Table 2: *Total Responses* (n=290)

	Mean	S D	Interpretation
IM (Inspirational Motivation)	4.19	.40	High
EI (Encourages Innovation)	4.17	.41	High
EE (Expects Excellence)	4.16	.38	High
IN (Integrity)	4.15	.35	High
TD (Task Delegation)	4.12	.29	High
DO (Develops Others)	3.96	.45	High
SR (Sensible Risk)	3.71	.48	High
DI (Demonstrates Innovation)	3.68	.38	High
SO (Supports Others)	3.46	.38	Moderate
Transformational Leadership	4.05	.32	High

Research Objective Two

Research Objective Two was to compare the current transformational leadership of school principals in Taiwan according to their demographics including age, gender, educational background, work experiences etc.

When comparing according to the age, the significance is .057, which indicated it is not very significant if the older principals show more transformational leadership characteristics at their workplaces (Table 3) and there's no difference among the 94.3% of these principals.

	Sum of Squares	Mean Square	F	Sig.
Between Groups	.565	.283	3.198	.057
Within Groups	2.297	.088		
Total	2.863			

*Group: (1) 30-40 year-old; (2) 41-50 year-old; (3) 51-60 year-old (4) 61-70 year-old

After applying t-test to compare accordingly to the gender, t for female principals is $-.320$, the significance is $.752$, which meant that there's no significantly difference between the male and female school principals (See Table 4).

Table 4: *Compared According to Gender (n=290)*

Gender	t	Mean	Std. Deviation	Sig. (2-tailed)
Male		4.0402	.37431	
Female	-.320	4.0833	.08426	.752

When comparing the highest education degree, the significance between the groups is $.551$, which indicated that there's no significant difference between them (Table 5).

Table 5: *Compared according to Highest Education (n=290)*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.128	2	.064	.609	.551
Within Groups	2.734	26	.105		
Total	2.863	28			

*Group: (1) B.Ed; (2) M.Ed; (3) Ph.D

However, when comparing the years of being school principal, the significance is $.004$, which indicated that there's a significant difference between the groups (Table 6).

Table 6: *Compared with Years of Being Principal (n=290)*

	Sum of Squares	Mean Square	F	Sig.
Between Groups	1.836	.918	6.747	.004*
Within Groups	3.537	.136		
Total	5.373			

*Group: (1) 1-5 years; (2) 6-10 years; (3) 11-15 years; (4) 16 and above

When comparing the groups of 6~10 and 16+, the significance is $.006$, which indicated that principals who have only 6~10 years of being a school principal have shown a significant difference from those who have above 16 years of experience. And for the groups of 11~15 and 16+, the significance is $.002$, which also showed that there's a significant difference between these two groups (Table 7).

Table 7: *Multiple Comparisons (n=290)*

(I) years	(J) years	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
6~10	11~15	-.08982	.15110	.839	-.4820	.3024
	16+	-.70593*	.19894	.006*	-1.2223	-.1895
11~15	16+	-.61612*	.19409	.002*	-1.1199	-.1123

* Dependent Variable: transformational leadership, the mean difference is significant at the 0.05 level.

Research Objective Three

Research Objective Three was to determine to what degree the characteristics of the principals in Taiwan attribute to their own leadership.

Combining with all the factors that this study investigated, multiple regressions were used to test to what degree these factors attributing to the school principals' transformational leadership characteristics performance. Table 8 below indicated the results of the analysis. The adjusted R^2 was .732, the nine category factors were significantly impacting on the school principals' transformational leadership characteristics performance, as the p values were less than .05; and they were able to predict 73.2% of variance of this model. According to the degree that attributing to the school principals' transformational leadership characteristics performance from high to low, the factors were IN (Integrity) ($\beta=.372$, $P=.007$); DO (Develops Others) ($\beta=.234$, $P=.033$); DI (Demonstrates Innovation) ($\beta=.230$, $P=.003$); TD (Task Delegation) ($\beta=.179$, $P=.043$); EE (Expects Excellence) ($\beta=-.066$, $P=.048$); SR (Sensible Risk) ($\beta=-.041$, $P=.003$); IM (Inspirational Motivation) ($\beta=.035$, $P=.002$); EI (Encourages Innovation) ($\beta=.025$, $P=.007$); and SO (Supports Others) ($\beta=-.004$, $P=.006$).

Table 8: *Multiple Regression Results*

Model	R	R Square	Adjusted R Square
1	.856(a)	.732	.605

a. Predictors: (Constant), Integrity, Develops Others, Demonstrates Innovation, Task Delegation, Expects Excellence, Sensible Risk, Inspirational Motivation, Encourages Innovation, and Supports Others

Model	Coefficients (a)			
	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	Sig.
(Constant)	-.592	1.043		
IN (Integrity)	.470	.368	.372	1.277 .007
DO (Develops Others)	.227	.266	.234	.855 .033
DI (Demonstrates Innovation)	.266	.236	.230	1.128 .003
TD (Task Delegation)	.269	.462	.179	.581 .043
EE (Expects Excellence)	-.073	.267	-.066	-.273 .048
SR (Sensible Risk)	-.038	.175	-.041	-.214 .003
IM (Inspirational Motivation)	.040	.352	.035	.112 .002
EI (Encourages Innovation)	.027	.290	.025	.092 .007
SO (Supports Others)	-.005	.159	-.004	-.030 .006

a. Dependent Variable: Taiwanese school principals' transformational leadership characteristics performance

Research Objective Four

Research Objective Four was to propose a transformational leadership characteristics model for principals in Taiwan to enhance the transformational leadership characteristics.

From Table 8, it shows that at significance .05 level, there are significant relationship between the Taiwanese school principals' performance and the transformational leadership characteristics, including Integrity, Develops Others, Demonstrates Innovation, Task Delegation, Expects Excellence, Sensible Risk, Inspirational Motivation, Encourages Innovation, and Supports Others. Data also shows the significant multiple correlations were .856 with the multiple coefficient of determination R Square = .732 or 73.2% of school principals' performance could be explained by the prediction equation from the combined predictors, i.e.: Taiwanese School Principals' Performances =

.372 Integrity + .234 Develops Others + .230 Demonstrates Innovation + .179 Task Delegation + -.066 Expects Excellence + -.041 Sensible Risk + .035 Inspirational Motivation + .025 Encourages Innovation + -.004 Supports Others (in standard score form).

Conclusions

The overall knowledge learned from this study was that the Taiwanese school principals have become transformational leaders, and have been performing the nine characteristics while leading their schools. However, there are three characteristics that they tended to perform less frequently, such as Supports Others, Encourages Innovation, and Inspirational Motivation. Also in this study, the researcher found that among the demographics factors, there was only one that has the significant impact on the leadership performance, which is the work experience. Those who have more than 16 years of experience tended to be better transformational leaders comparing to those who have only 6-10 or 11-15 years of experience.

The model developed for the Taiwanese school principals was based on the finding of the Beta scores and the development of leadership theories (See Figure 2). The nine characteristics all needed to be considered when leading people, however, from the findings, researcher focused on three areas more than others. They were “Supports Others,” “Encourages Innovation,” and “Inspirational Motivation.” The brief explanation for how to develop these three characteristics is as the following.

Supports Others

- a. School principals should treat staff members as individuals, rather than as a collective group. How to perform this characteristic is to make sure that when scheduling meetings, trainings, or conferences, leave time for the individuals.
- b. School principals should respect individual staff members’ personal feelings. School principals could apply the “mindful listening” skills while interacting with the members. “Being present” is the key to mindful listening.

Encourages Innovation

- c. School principals should suggest new ways of getting tasks completed. School principals could help people feel safe to make mistakes, not to worry about being blamed while trying new things. Therefore, school principals should always throw open-ended questions to the team in order to for the staff to come up with different ideas, solutions, projects, etc.

- d. School principals should attempt to improve the school by taking a new approach to school business as usual. School principals should model how to think out of the box, step out of their comfort zone, to being willing to apply different strategies or approaches while running school business.

Inspirational Motivation

- e. School principals should use metaphors and/or visual tools to convey school goals. When coaching people, it is important for the school principals to apply metaphors and visualizations to help people picture the connections, the possibilities, the paths to the destinations, so they follow the same directions. It would be even more ideal to help staff link their personal goals to the school goals.
- f. School principals should develop new school goals. School principals should also need to learn how to do research and become “intelligent consumers.” They need to be able to examine which theories are relevant and applicable to their own circumstances and which are not.
- g. School principals should identify school weaknesses. School principals should have the training of how to conduct the needs assessments with different tools that are appropriate to the schools they’re leading. By having this knowledge, school principals will be able to identify school weaknesses and improve them.

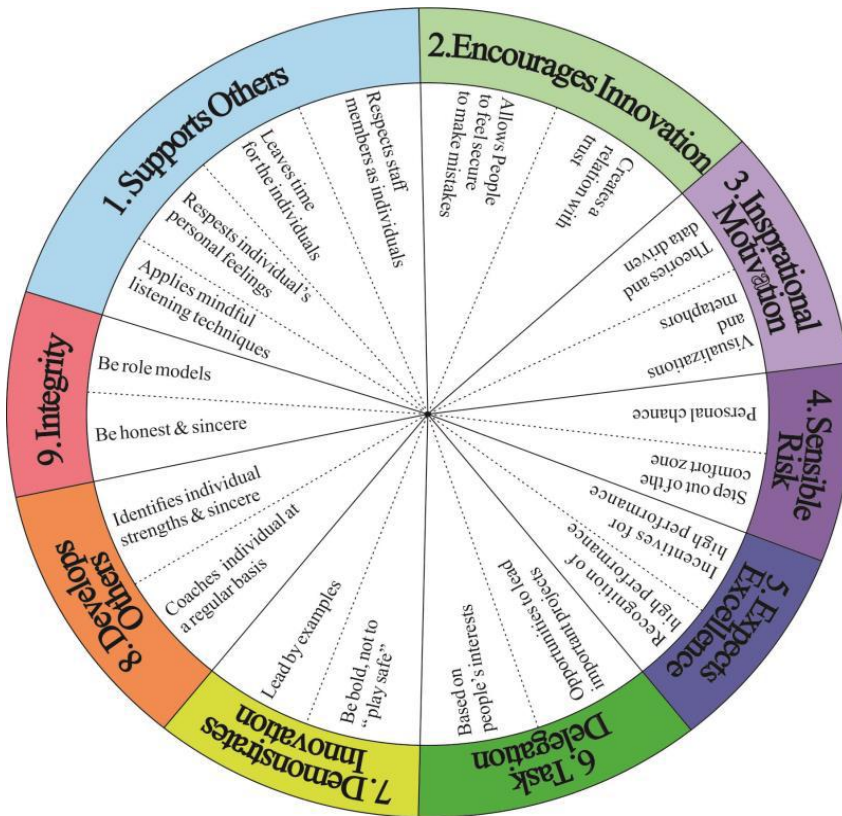


Figure 2: A Model of Leadership Characteristics for Taiwanese School Principals

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