Study on Principals Using Transformative Leadership to Promote School Collaborative Culture: A Qualitative Study of Primary School in Taiwan

Fan, Chih-Wen [1*]   Lin, Shi.-En[2]

1.Dong Hwa University, professor/No. 1, Sec. 2, Da Hsueh Rd., Shoufeng, Hualien 974301, Taiwan
2. Quchi Elementary School, Principal/No.55, Quchi Rd., Xindian Dist., New Taipei City
*E-mail of the corresponding author :fun5244@gms.ndhu.edu.tw

Abstract
This study aims to explore the use of transformational leadership by principals to shape a collaborative culture. This study applies the qualitative study research method to the selected primary school principals and teachers, which has achieved excellent performance after reform and innovation. Each group interview lasted approximately 90 to 120 minutes. In this study, focus group interviews were held in the northern, and eastern regions, with 5 educators (numbered A, B, C, D, E) and all the invited objects have solid experience in school administration and teaching. The study found that there are four feasible strategies:1. "leading transformation and promoting power sharing", 2."integrating leadership and innovation, building a vision and piloting", 3."cross-domain collaborative environment, collaborative governance and success", and 4."sharing cultural values, inclusiveness, respect and trust".

1. Introduction

Effective leadership can not only guide the intentions of all faculty and staff, create a harmonious campus atmosphere, but also use team spirit to achieve various goals, so its importance is self-evident. Recently, scholars (Bryman, 1993; Davies, 2005; Kotter, 1990; Yukl, 2002) have proposed transformational leadership theory in response to changes in school power ecology. Such as educational decentralization, school-based management, cooperative management, school autonomy, and privatization of education seem to have inevitably become mainstream trends, and these ideas dominate the school leadership situation change (Cheng & Townsend, 2000).School organizational culture is a system of meaning sharing and life norms, and the ability to share values between principals and teachers can promote continuous improvement of the school. High-quality organizational culture is the key to organizational development（Fan, 2022；Vangrieken, Dochy, Gumuseli & Eryilmaz, 2011；Slater, 2006）.The basic concept of collaboration includes communication, trust and direction, and the collaborative culture emphasizes professional community, information sharing, high job satisfaction and school recognition, and the collaborative culture is the way to build an improved and successful school, so collaboration is an important key factor in school governance excellence. In this context, a collaborative culture is more important than rebuilding the school or reengineering the organizational structure (Fullan, 1999). The continuous improvement of the school must be carried out by everyone in the school. Giving meaning and mutual input into school improvement (Ghamrawi, 2011).

However, the principal's leadership has a great influence on the development of school affairs, and the principal's leadership is closely related to the development of the school's organizational culture. Mahmood and Khattak (2017) point out that transformational leaders can motivate their members and form a culture of sharing knowledge through trust. Sergiovanni (1990) argues that transformational leadership can help improve teachers' sense of effectiveness, motivation and commitment because school culture provides a sense of purpose. The behavior of school leaders is the direct product of their thoughts, while various factors in the surrounding environment affect their psychological processes. According to Leithwood, Begley and Cousins (1992), leadership is the result of the overall behavior of leaders. Practice, and then have an impact on school affairs, and then affect student learning and teachers. However, the principal's transformation of leadership to establish a collaborative culture of research is quite rare.

Based on the above research background, the purpose is to explore the main connotation and value of the theory of transformational leadership and collaborative culture, and through the analysis and discussion of relevant qualitative interviews, in order to put forward specific suggestions for the reference of school principals.

2.Literature Review
2.1Meaning of Transformational leadership
Transformational leadership is the most popular leadership theory since the 1980s, and it is part of the so-called

"New Leadership Paradigm" (Bryman, 1992). Transformational leadership is not about control, but leading others to a higher level of judgment and self-management.(Northouse, 1997). Burns (1978) further pointed out: "Transformation leadership is the motivation and morality for leaders and subordinates to elevate each other to a high level. Ultimately, transformation leadership becomes morality, enhancing each other's behavioral level and ethical motivation." Bryman (1992) After discussing the research literature on transformational leadership, it is pointed out that transformational leadership has five common elements: vision, conveying vision, empowering autonomy, organizational culture, and trust. The definition of this study is: transformational leadership is a major change in the attitudes and assumptions that leaders can influence members, prompting members to establish commitment to organizational vision and goals, and then drive organizational innovation.

2.2Collaborative culture

The concept of collaborative culture began to attract attention, and European and American countries have established "The Center of Collaborative Leadership" (The Center of Collaborative Leadership) to advocate the practical actions of collaborative leadership; Are you a collaborative leader? 〉 (Are You a Collaborative Leader?) (Ibarra & Hansen, 2011). Little (1990) pointed out that in each context of collaboration, the involvement and interaction of participants have different content, frequency, intensity and effect. Collaboration is where all participants can maintain different perspectives and form close ties. team relationships (Barth, 1990). Cooperation is characterized by a network of loose relationships, occasional contact, and low trust, coordination is characterized by a medium degree of connection, structured and formal contact, and a medium level of trust, and collaboration is characterized by a high degree of interdependence, frequent contact, and a high degree of trust (Borthwick, 1994; Keast et al., 2007〉。

To sum up, a collaborative culture is when leaders and members can share organizational norms, adhere to sincere communication, build an atmosphere of trust and team operation, learn and work together with each other, and achieve organizational improvement (Fan ,2021).

2.3 Principals' transformational leadership on collaborative culture

Principals use transformational leadership to help shape a culture of collaboration by motivating faculty and staff with intrinsic motivation and fostering shared values (Ibarra & Hansen, 2011). Principals play a vital role in the establishment and development of a collaborative culture, including designers, facilitators, facilitators, and facilitators. As Kotter (1990) emphasized, good management can control complexity, and effective leadership can lead to organizational innovation. The role of a leader is not only to manage complexity, but also to create constructive and adaptive change. Leithwood (1992) proposes three goals for school transformational leadership, including the development of a professional collaborative culture, the promotion of teachers' professional development and the assistance of teachers to solve problems effectively, and the core value of transformational leadership, which aims to establish a learning environment that fosters professional growth, collaboration, and responsiveness. There is not much research on the collaborative culture of principal leadership. DuFour and Eaker (1998), Hargreaves (2000), Hord (1986, 2004) and others discussed the connotation of professional learning communities. Sankey (2017) analyzes how principals can create a culture of collaboration in schools. Cook and Friend (1993), Ortloff (2011), Ibarra and Hansen (2011) et al. analyze school-teacher collaboration, trust, and cooperation concepts. In addition, Hallinger and Heck (2010a, 2010b) conducted research on the impact of collaborative leadership on school improvement and found that collaborative leadership does help school improvement and student learning.

In the process of shaping a collaborative culture, the cognition and role of leaders are key factors. Zamperlin (2012) advocated that the important influencing factors of collaborative culture include collaboration, listening, trust, team and learning community. Organizational cooperative relationships need high-level commitment and willingness, openness and trust, clear common goals.

3.Research Method
3.1 Study participants

This study applies the qualitative study research method to the selected primary school principals and teachers, which has achieved excellent performance after reform and innovation. The research method is literature analysis and interview. Each interviewee is about 40 to 60 minutes; Based on the results of the interview, or if the researcher still has doubts, necessary clarifications and interviews will be conducted. This study conducted focus group interviews in the remote rural areas of eastern Taiwan. In addition to the moderator, ten participants (named A, B, C, D, E...) who were staff in elementary schools, as well as solid experience in school administration and teaching, participated in the interviews.

3.2 Study the degree of trustworthiness

The interpersonal interaction between the researcher and the field members is affected by the definition of roles,

and also affects the depth and breadth of data collection. In the course of the study, the researchers used a variety of social skills, such as smiling, respectful and natural attitudes, to learn about their roles and attitudes(Yin, 1994). In order to improve the credibility of the research, the triangulation method was adopted, and the collected interview content and the reflection notes were cross-referenced and cross-compared to present the research data truthfully.

3.3 Research ethics

In order to ensure the ethics of the research, the consent of the respondents was sought before the study and their willingness to participate was respected. Build trust and cooperation, and ensure that the interview runs smoothly before contact. Adhere to principles and respond flexibly to improve the credibility of research. After the interview, a review of the first draft will be provided to ensure the correctness of the data.

4.Research Results and Discussion

4.1. Guide transformation and change and promote power sharing

Principals play a key role in transformational leadership, and through their rich functionality and leadership style, they have a profound impact on the establishment of a collaborative culture and organizational change.

(1)Use strategies to motivate participation. DuFour and Eaker (1998) believe that members of a professional learning community share a common goal, vision, and mission, learn through collective exploration and collaboration in the community, and put the community's goals and vision into practice in the process of learning and growing. Interviewees said:

The whole school can work together to create a collaborative atmosphere, and we can learn from each other through the exchange of experience between different teachers, which in turn strengthens the energy of teaching and improves the overall quality of teaching. (PB230903)

Various collaborative platforms can be established to promote communication and cooperation between teachers. It can be like organizing regular teaching seminars and workshops, giving teachers the opportunity to share their teaching experiences and thus form a common culture of collaboration. (PC230930)

(2)Establish an open decision-making mechanism

Principals should share power in a collaborative culture and involve members at different levels in the decision-making process. The main body of education lies in students, and if any educational reform cannot improve their learning effectiveness and achievement, innovation and reform will be meaningless and effective (Wu, 2020). Interviewees said:

Many schools operate in the form of meetings, which is no longer a model of who has the final say, and each member should recognize that they have the responsibility to participate in decision-making and be responsible for the conclusion of each meeting. (TB230930)

4.2. Integrate leadership and innovation, and build a vision to lead

Transformational leadership shapes a collaborative culture, emphasizing "advocating innovative thinking for the common good, integrating leadership innovation" and "motivating the pursuit of ideals and building vision pilots", so as to promote integrated leadership innovation and build vision leadership.

(1)Advocate creative thinking

Leaders give individual care, interact well with members, boost work morale, and assist members in professional growth, so as to enhance their high-level motivation and ethics(Fan & Zhang, 2016). Interviewees said:

This involves bringing together the resources and opinions of the various divisions so that each member feels like a team working together and not as an individual. At the same time, principals can develop and support more teacher leaders who can actively participate in school decision-making and take the initiative to lead the school to improve. (PB230903)

(2) Guide common goals

The guiding principle of collaborative leadership is to build a shared vision. When members share a vision, collaboration leads to a guiding role and then strives to achieve goals, and individuals have a common goal and are motivated to develop a collaborative culture (Fan, 2011). Interviewees said:

There is a common vision and goals, there is a more positive relationship between parents and students, or between the administration and the teacher, and there is also a good niche in terms of teachers' professional growth. (TA231108)

4.3. Implement cross-domain collaboration and participate in decision-making

(1) Facilitate communication and consultation among members

Principals should ensure that the school shares common goals and values to promote team alignment and collaboration. This requires not only clear leadership from the leadership, but also a resonance with academic and educational philosophies.

The school encourages the autonomy of the teacher community, which means that teachers are more flexible to collaborate in a professional way, even across domains. (TA231108)

(2) participate in decision-making

Principals should strive to create an open, inclusive and collaborative work environment. By establishing effective communication mechanisms, providing resource support, and encouraging staff to participate in school affairs, a collaborative environment can promote team cohesion and thus enhance the overall effectiveness of the school (Liu, 2018;2020). Interviewees said:

In terms of campus atmosphere, if everyone can work together and support each other, then the whole campus will become relatively harmonious. This spirit of collaboration is also contagious to students, making them feel that the school is a place full of positive energy and a spirit of cooperation. (PB230903)

4.4 Share cultural values, inclusiveness, respect and trust

(1) Create a team support system

School culture is constructed by the principal and members of the organization. Through transformational leadership, principals are able to shape a culture of respect and trust (Bennis, & Nanus, 1985). This culture encourages members to respect each other, establish an open communication platform, and foster collaboration. Interviewees said:

Whether it's a teacher or an administrator, it's important to have a partnership between members of the organization that is both supportive and complementary. (PB230903)

One of the great educational values that the school has helped us to draw is that we can share and work together and feel respected. (TC230930)

(2)Strengthen interpersonal care and mutual assistance

Collaborative relationships enable participants in school groups to work towards a common purpose of teaching and learning, and to construct meaning and value based on communication and dialogue (Lambert, 2003). Interviewees said:

After several attempts in this process, I gradually felt the authenticity and sharing of the dialogue, and it seemed that each member could feel the exchange and clarification of ideas. Each member can trust each other and exchange opinions, which is a kind of collaboration, coordination and compromise in the intermediate process, and the most effective way to obtain the approval of members. (TC230930)

Bass (1985) explains that transformational leadership should be a high-level reform, which can be revolutionary, with significant changes in attitudes, beliefs, values, and needs.

5.Conclusion and reflection

Education reform must have a high degree of recognition and a clear and feasible value consensus, and also pay attention to its policy implementation and the recognition and affirmation of the organization's members. Fullan (1982) argues that the key factors in education reform depend on its value and technical quality. School governance should return to the essence of education, explore the true face of education, plan and integrate the vision of running the school, and formulate a strategy for sustainable development, so as to strengthen the integration of resources, the cooperation of partners, the focus on education development, and the return to the essence of education (Lin, 2021). In the development trend of sustainability and innovation, accompanied by the VUCA era of high uncertainty and change, school governance should be established in the mechanism and operation process of cross-domain collaborative culture, research and initiative, listen to dialogue, mutual enrichment, cooperation and sharing, commitment and mutual assistance, and accumulate results and move forward gradually.

Hong (2022) emphasized the mechanism operation of deepening collaborative governance in the syllabus, and its key words are to build a dialogue platform, advocate the value of collaboration, complement each other's views and trust, and extend and feasible policies. It also reveals the curriculum collaborating: moving towards a vibrant learning ecosystem, similar to the journey of principals using transformational leadership to shape a collaborative culture.Both sides advocate the core values of respecting trust, listening and understanding, sharing common prosperity, and supporting cooperation, and generate complementary trust through the wisdom of action from different perspectives, so that curriculum governance or school development can be both comprehensive and feasible.

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