

**DEVELOPING A PROGRAM TO ENHANCE TRANSFORMATIONAL
LEADERSHIP OF PRIMARY SCHOOL PRINCIPALS
IN THUA THIEN HUE PROVINCE, VIETNAM**

**BY
NGUYEN QUANG VE**

**A thesis submitted in partial fulfillment of the requirements for
the degree of Master of Education in Educational Administration
at Mahasarakham University**

July 2016

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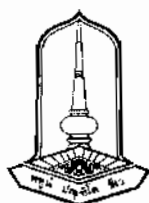
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The examining committee has unanimously approved this thesis, submitted by Mr. Nguyen Quang Ve, as a partial fulfillment of the requirements for the Master of Education in Educational Administration at Mahasarakham University.

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ABSTRACT

This research aimed: (1) to investigate the components and indicators of transformational leadership of primary school principals, (2) to explore the existing and desired situations of transformational leadership of primary school principals, (3) to develop the appropriate program to enhance transformational leadership of primary school principals in Thua Thien Hue (TTH) province, Vietnam. Research procedure was divided into three phases. The first phase, reviewing and synthesizing literature to find out the components and indicators of primary school principal's transformational leadership; and asking five experts to verify the contents validity. The second phase, five rating scale of questionnaire was distributed to 140 principals and 140 teachers who have at least 5 years' working experiences to rate the level of existing and desired situations of primary school principals in TTH province. The third phase, Priority Needs Index was modified to measure the needs for the development of primary school principals' transformational leadership. The evaluation form with draft of program was sent to six experts to evaluate the suitability and feasibility to implement in TTH province. The statistics as Mean and Standard Deviation were analyzed the data.

The research findings were as follows: (1) There were four components of primary school principals' transformational leadership including Idealized influence, Inspirational motivation, Individualized consideration, Intellectual stimulation, and 39 indicators. (2) The existing situation of primary school principals' transformational leadership was rated at high level and the desired situation level was rated at very high. (3) The first priority for the needs of transformational leadership development was Individualized consideration and Intellectual stimulation, while Inspirational motivation and Idealized influence had the smallest priority needs index. Finally, the program with



four workshops related to all transformational leadership areas was developed very suitable and feasible to apply in order to enhance transformational leadership of primary school principals in Thua Thien Hue province.



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CHAPTER I

INTRODUCTION

Background

Education in the 21st century will develop in the context of the world's fast and complex changes. Globalization and international integration for education have become inevitable. The revolution of science and technology, information technology and communication and a knowledge-based economy will continue to vigorously develop, directly impacting the development of education worldwide.

In Vietnam, according to the socio-economic development strategy 2011-2020 has asserted that by 2020, Vietnam will become basically a modernity-oriented industrial country. The strategy also clearly identifies fast development of human resources, especially high-quality human resources, as one of the three breakthroughs, focusing on fundamental and comprehensive renovation of the national education, and closely associating human resource development with science and technology development and application. The country's development in the new period will create many opportunities and major advantages and concurrently pose many challenges to the education development cause (Communist Party of Vietnam, 2012).

Vietnam's Communist Party and State always reaffirm education development is a top national policy, investment in education is investment for development. After over 25 years of implementing these views, Vietnam's education system has made a great number of advances: the education system has been substantially expanded in scope and scale. Now, it better meets the learning needs of the society; the quality of education at all levels and the level of training has improved; targets of anti-literacy and universal primary education have been met in all provinces and cities; universal secondary education is underway; the socialization and mobilization of resources for education have achieved initial positive results; social equity in education has improved; educational management has improved as well. Despite obtaining substantial achievements, the education and training sector is still unable to act as a powerful leverage in improving the quality of human resources and ensuring social equity to



effectively meet the requirements of economic development of the country. Major gaps and weaknesses in the current education and training system are reflected in the following: (1) the education index of Vietnam is still in the average group; (2) the quality of education and training fails to meet the requirements of development, especially training of high quality human resources is limited; (3) the transformation of the education and training system towards demand driven training needs of the society is still low; (4) increase in the quantity and scale of education and training fails to be accompanied by a corresponding quality enhancement; (5) programs, contents and teaching methods are outdated and slowly renovated, failing to match reality; (6) state administration of education and training is still inadequate; and (7) overcoming of disadvantages derived from commercialization and declined morals in education remains much lower than expected and becomes an increasing pressure facing society (Government of Vietnam, 2012).

In the general context in Vietnam, education and training in Thua Thien Hue (TTH) province also have been many problems and weaknesses. The annual report in terms of general education (Source: Department of Education and Training) in the academic year 2014 – 2015 showed that (1) the quality of education has not met the desired needs; (2) educational reform through teaching methods and student assessment innovation conducted inefficiently, some principals and teachers have conservative views, were afraid to innovate; (3) some school principals were not interested, lack of the encouragement, facilitating in order to the school or teacher conducted innovation; (4) the awareness and responsibility of some teachers were still low, not devoted to their work; (5) Some schools performed the democratic institutions not well, even arbitrary, authoritarian to happen situation of internal disunity, were still have the phenomenon of petitions, complaints causing a negative impact to the work of teaching and education.

There are many causes of these problems and weaknesses in Vietnamese educational system, however, according to Deputy Minister of Education and Training Nguyen Minh Hien, weaknesses in the administration and leadership of the education sector, from State administration level to School administration level are the cause of many other weaknesses (LaoDong Newspaper, 2013). Therefore, school administrators, especially school principals are very important resource in order to improve the quality of education in Vietnam. However, according to Gian (2012), many school principals



want to take the right roles but they face many barriers. Many of them are school leaders, but they do not often do tasks of a leader, they do not know what are the right jobs of a real leader or they know what needs to be done, but they do not have the capacity to do these.

What makes an effective school principal? Is it his or her ability to build collaborative and compassionate relationships with his or her staff? Are principals defined by their impact on school culture, or are they defined by the academic success of their student population? Determining best-practices, characteristics, and traits of school principals who have demonstrated the tenacity to lead and change their organization involves all of these assessments (Fullan, 2005; Green, 2013). Not only do transformational principals seek to become change agents within their organizations, they also purposely involve their teachers in the process of considering their values, cultural relevance to the organization and diverse skills that support outcomes of the change. Transformational leaders foster higher levels of motivation and commitment to the organization by developing organizational vision, commitment and trust among employees, and facilitating organizational learning (Bennis & Nanus, 1985). Bass (1985), Yukl (1989), and Leithwood et al. (1999) have all concurred that traditional models of school leadership (instructional or managerial) are not as useful for school leaders as transformational approaches. Leithwood and Jantzi's (2005) review of transformational leadership research found five of nine quantitative research studies that reported significant relationships between transformational leadership and some measure of achievement. They determined that these results do not allow for a clear conclusion to be drawn. However, this model of leadership has been shown to have positive relationships to improvement in such areas as student engagement (Leithwood & Jantzi, 2000), classroom instruction (Marks & Printy, 2003), teacher's level of effort and commitment (Geijsel, Slegers, Leithwood, & Jantzi, 2003), and organizational learning in schools (Silins, Mulford, Zarins, & Bishop, 2000). Furthermore, Leithwood and Jantzi's (2005) review of transformational leadership research determined several mediating variables (school culture, organizational commitment, job satisfaction, changed teacher practices, planning strategies for change, pedagogical or instructional quality, organizational learning, and collective teacher efficacy) in which this form of leadership had a positive effect.



According to the information above, there is clear evidence that developing transformational leadership for school principal in Vietnam in general and TTH province in particular is very necessary. Despite developing transformational leadership may involve years of practice and experience, but the transformational leader will ultimately be able to provide leadership focused on creating a comprehensive academic and social environment for professional development and high expectations to support school-wide success (Goldring, Cravens, Murphy, Porter & Elliott, 2009; Goldring, Huff, May & Cambrun, 2008).

Primary education is basic level, founding initial elements for all-round personality shaping and developing, stable basic for general education and the whole national system (Nguyen, 2000). Primary education aims to help students form initial foundations for a proper and long-term moral, intellectual, physical and aesthetic development, and develop basic skills for them to continue with the lower secondary education (Vietnam Education Law, 2005). So, if quality of primary education is high will be create the foundation in order to enhance the quality of human resources, contribution to meet the requirements of socio-economic development of the country.

Based on the reasons above, the researcher chose the title: *“Developing a program to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam”* in the effort of enhancing transformational leadership of school principals as well as improving the quality of primary education, create the foundation to enhance the quality of human resources in TTH province.

Research questions

The research questions were as follows:

1. What are the components and indicators of transformational leadership of primary school principals?
2. What are the existing situation, desired situation, and strategy to enhance transformational leadership of primary school principals in TTH province, Vietnam?
3. What is the appropriate program to enhance transformational leadership of primary school principals in TTH province, Vietnam?



Research objectives

The objectives of this research were as follows:

1. To investigate the components and indicators of primary school principals' transformational leadership.
2. To explore the existing situation, desired situation, and strategy to enhance transformational leadership of primary school principals in TTH province, Vietnam.
3. To develop the appropriate program to enhance transformational leadership of primary school principals in TTH province, Vietnam.

Research significance

This research is an effort to bridge the gap in literature by exploring the existing situation and desired situation of primary school principals' transformational leadership in TTH province, Vietnam. Regarding practical contribution, with the findings and suggestions from the existing situation, desired situation of primary school principals' transformational leadership, thereby, identifying the their needs development in order to develop the program to enhance transformational leadership of primary school principals.

The result of this research will offer helpful information for supporting the leaders, administrators, policy makers in TTH province in particular and Vietnam in general in leadership, administration and setting the effective educational policies in order to improve the educational quality, contribution to enhance the quality of human resources. Moreover, teachers who could be school leaders will utilize the results of this research in order to enhance their transformational leadership to carry out administrative and leadership duties in the future.

For universities of education: The results and suggestions of this research will be utilized to guide the preparation of leaders at the universities by providing the helpful information for future assessment of their leadership training curriculum. These will enable them to modify their school leadership curriculum.



Research scope

1. Scope of content

Primary schools in TTH province will be selected as the target for this research. The researcher will focus on investigating the existing situation and desired situation of principals' transformational leadership in primary schools in TTH province, Vietnam based on the literature review covering in four components: Idealized influence, Inspirational motivation, Individual consideration, and Intellectual stimulation (Burns, 1978; Bass, 1985; Avolio, Waldman & Yammarino, 1991; Popper, Mayseless & Castelnovo, 2000; Bass & Avolio, 2004; Northouse, 2010; Warrilow, 2012)

2. Population and Sample/Informants

2.1 For the first objective of this research, investigation the components and indicators of primary school principals' transformational leadership. Informants are five experts who will be verify the suitability of components and indicators.

2.2 For the second objective of this research, exploring the existing situation and desired situation, and strategy to enhance transformational leadership of primary school principals.

2.2.1 The population consists of 219 school principals and 219 teachers who have at least 5 years' working experiences of 219 primary schools in TTH province in academic year 2014-2015.

2.2.2 The total of sample was 280 consisted of 140 school principals and 140 teachers in the same primary schools in TTH province. The number of samples gained by comparing total population to Krejcie and Morgan's table (Krejcie and Morgan, 1970) and sampling by using Stratified Random Sampling technique.

2.3 For the third objective of this research, develop a program to enhance primary school principals' transformational leadership. Informants consist of six experts who take responsibility to evaluate the suitability and feasibility of program.



Theoretical framework

After the study on literature review of transformational leadership and program development, the conceptual framework has been drawn out into three main parts: transformational leadership of primary school principals, components of a program and the strategy to enhance primary school principals' transformational leadership as shown in Figure 1. For the components of primary school principals' transformational leadership, four main domains comprised: Idealized influence, Inspirational motivation, Individual consideration, and Intellectual stimulation and validated by the experts in Thailand and Vietnam. The components of program consist of rational, purpose, contents, strategies (activities), learning outcomes, evaluation methods, resources (material), participants, location and length based on PDI Ninth House (2004) and Tayntor (2010). The strategy to enhance transformational leadership of primary school principals was training via series of workshops.

Therefore, in this research, first, the existing and desired situations of primary school principals were studied after the validation of components and indicators of transformational leadership. Then, with the cooperation of six experts, a training program to enhance transformational leadership of primary school principals was developed.

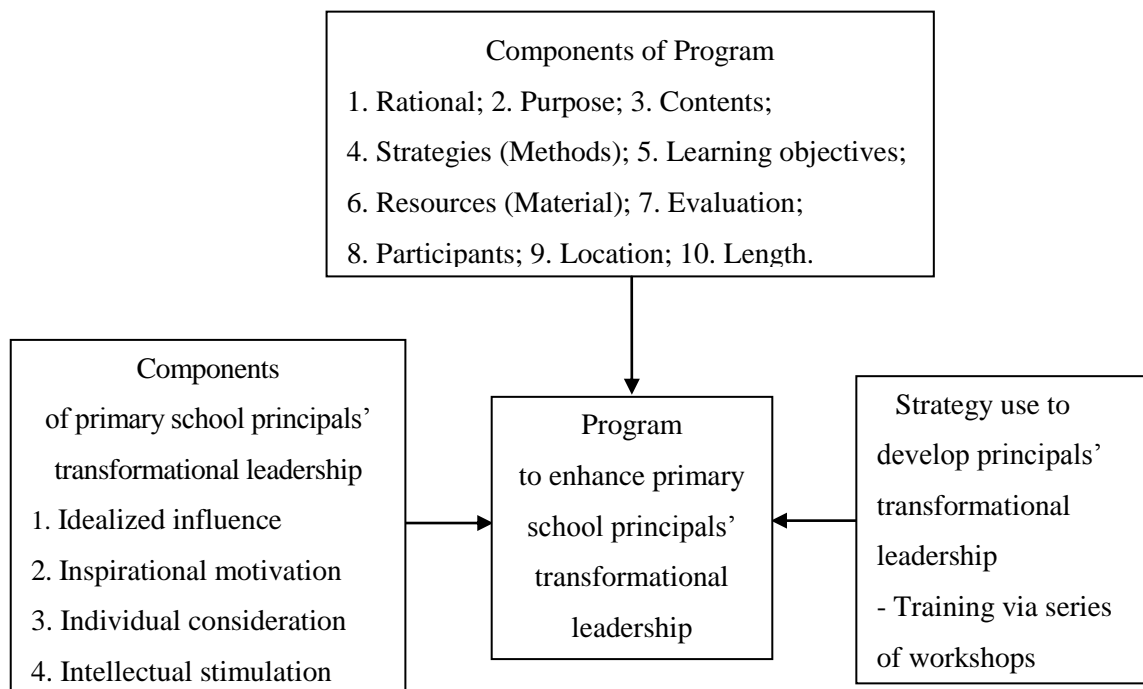


Figure 1: Program to enhance primary school principals' transformational leadership.



Term definitions

In this research, the operational definitions of the important terms will be explained as follows:

1. Transformational leadership of primary school principals refers to the principals' leadership behaviors in primary schools which they have and realize the needs of the teachers to search for influence, motivation, stimulation and attention to develop their schools. Transformational leadership shows the relationship between school principals and teachers in the schools. The school principals gain the trust and respect from the teachers by shaping a vision and sense of pride for the change of schools. Transformational Leadership consists of four components as follows: Idealized influence; inspirational motivation; individualized consideration; and intellectual stimulation.

1.1 Idealized influence refers to school principal's transformational leadership whose behaviors builds trust and respect, inspire the teachers to emulate, and the teachers admired and believe in their leaders. School principals are confident in themselves, and specify the change. They have vision, ability to change and solve the complex problems and raise the teachers' high level standard of work performance.

1.2 Inspirational motivation refers school principal's transformational leadership whose behaviors focused on sharing vision, motivating the teachers to reach the goal and communicate the expectation. This inspires the teachers to think about the common goal and not think of their own self-interest, devote themselves to the group or teamwork for showing the importance to develop the group and society. The school principals provide high value in work performance to the teachers.

1.3 Individualized consideration refers school principal's transformational leadership whose behaviors pay particular attention to each individual need for achievement and growth. School principals determine the need and strength of teachers and develop to successfully high level of potential and take the responsibility for their own development.

1.4 Intellectual stimulation refers school principal's transformational leadership whose behaviors promoting high level of intelligence, careful problem solving, and stimulating the teachers to be proactive, innovative, and creative to explore



the new method or way in order to solve the problem. The school principals try to provoke the teachers to understand and collaborate to work for accomplishing the goals.

2. School principal is a person who head of school, responsible for administration and leadership the school's operations, and appointed or recognized by the competent State authority. In this research refer to all the principals of primary schools which are located in TTH province, Vietnam.

3. Primary school education is the first stage of basic education, consists of 5 years (grades 1 to 5) of schooling for students aged 6-10. In this research refer to all the primary schools which are located in TTH province, Vietnam.

4. Program in this research refers to the series of workshops with the components consist of rational, purpose, contents, strategies (activities), learning objectives, evaluation methods, resources (material), participants, location and length.

5. Workshop in this research refers to educational program in term of continuous training for primary school principal in order to foster and enhance transformational leadership by learning from three sources (the instruction, materials and other participants) to enable them demonstrating in work to influence and lead their school in order to accomplish goals effectively and efficiently.

6. Thua Thien Hue is a province in the North Central Coast region of Vietnam, approximately in the centre of the country. It borders Danang city to the south and Quang Tri Province to the north, Laos to the west and the East Sea to the east, consist of 1 City (Hue city), 2 Towns (Huong Thuy, Huong Tra), and 6 Districts (Phu Vang, Phu Loc, Phong Dien, Quang Dien, Nam Dong, A Luoi).



CHAPTER II

LITERATURE REVIEW

This research will focus on “Developing a program to enhance transformational leadership (TL) of primary school principals in Thua Thien Hue province, Vietnam. This chapter reviews related literature, covering the following topics:

1. Leadership
 - 1.1 Definitions of leadership
 - 1.2 Overview of leadership theories
2. Transformational leadership theory
 - 2.1 Description of transformational leadership
 - 2.2 Definitions of transformational leadership
 - 2.3 Synthesizing the components of transformational leadership
3. Transformational leadership of primary school principal
 - 3.1 Idealized influence
 - 3.2 Inspirational motivation
 - 3.3 Individualized consideration
 - 3.4 Intellectual stimulation
4. General education in Vietnam and the roles of school principal
5. The strategies to develop TL of primary school principal
6. Program and program development
 - 6.1 Definition of program
 - 6.2 Components of program
 - 6.3 Steps to develop program
7. Related research
 - 7.1 Local research
 - 7.2 Foreign research



Leadership

1.1 Definitions of leadership

Leadership has been scrutinized over the years; however, lack of consensus in many views of leadership still remains. “Leadership: What is it?”. Scholars who conduct research on leadership have many various definitions of leadership in their literature. According to Achua and Lussier (2013), and Taormina (2010), there is no universal, standard definition of leadership because leadership is complex, and because leadership is studied in various ways that require various definitions. Typical definitions of leadership include the following:

“Leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal”. (Hemphill & Coons, 1957).

“Leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals”. (Tannenbaum, Weschler, & Massarik, 1961).

“Leadership is a process of influence between a leader and those who are followers”. (Hollander, 1978).

“Leadership is an attempt at influencing the activities of followers through the communication process and toward the attainment of some goal or goals”. (Donnelly, Ivancevich, & Gibson, 1985).

“Leadership is about articulating visions embodying values, and creating the environment within which things can be accomplished” (Richards & Engle, 1986)

“Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members... Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership...” (Bass, 1990).

Leadership is focused on the individual competency of the leader: “Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential” (Bennis, 2009).

Leadership includes efforts to influence and facilitate the current work



and ready to meet future changes of the group: “Leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”. (Yukl, 2010).

An excellent leadership is the ability to attract able people, encourage them to put forth their best efforts, carefully solve problems and fully aware of the followers and their interests, positions, ideas, attitudes and motivation (Manning & Curtis, 2011).

Drucker (1996) provided another definition: “The only definition of a leader is someone who has followers”. “Leadership is a social influence process in which the leader seeks the participation of individuals in an effort to obtain organisational objectives” (Kezsbom & Edward, 2001). “Leadership is defined in terms of a process of social influence whereby a leader steers members of a group towards a goal” (Bryman, 1992). Leadership is “the influencing process is between leaders and followers, not just a leader influencing followers; it’s a two-way street” and “effective leaders influences followers, and their followers influence them” (Knapp, 2008). Similarly, Northouse (2010) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal”. These definitions suggest several components central to the phenomenon of leadership such as (a) Leadership is a process, (b) Leadership involves influence, (c) Leadership occurs in groups, and (d) Leadership includes attention to common goals. These components of leadership have the meanings as follows:

1. “Leadership is a process” means that leadership is not a trait or characteristic with which only a few certain people are endowed at birth, but rather a transactional event that happens between the leader and the followers. Process implies that a leader affects and is affected by their followers. It emphasizes that leadership is not a linear, one-way event, but rather a two-way, an interactive event between leaders and followers. Defining leadership as a process makes it available to everyone-not just a select few who are born with it. More important, it means that leadership is not restricted to just the one person in a group who has formal position power.

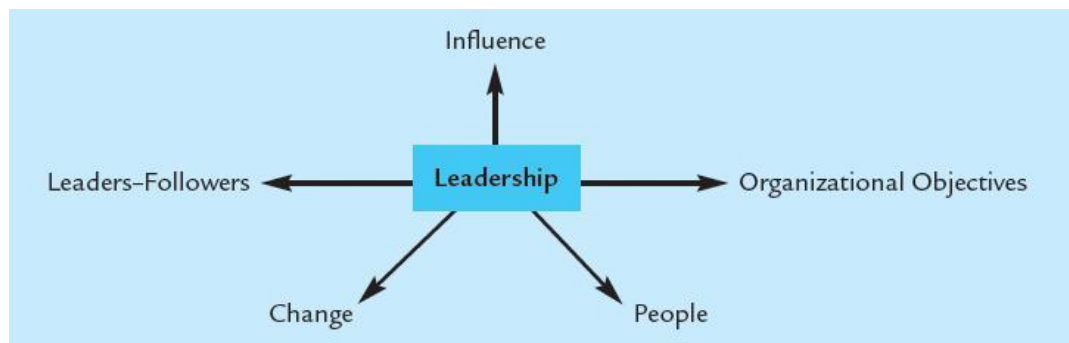
2. “Leadership involves influence”. It means the ability to influence of leader to their subordinates, their peers, and their bosses in a work or organizational context. Without influence, it is impossible to be a leader.



3. “Leadership occurs in groups”. This means that leadership is about influencing a group of individuals (can be a small task group, a community group or large group in the context which leadership takes place) who are engaged in a common goal or purpose. Leadership is about one individual influencing a group of others in order to accomplish common goals. Others (a group) are required for leadership to occur.

4. “Leadership includes attention to common goals”. It means that leaders direct their energies and the energies of their followers to the achievement of something together. Leaders work with their followers to achieve objectives that they all share. Establishing shared objectives that leaders and followers can coalesce around is difficult but worth the effort. Leaders who are willing to expend time and effort in determining appropriate goals will find these goals achieved more effectively and easily if followers and leaders work together. Leader-imposed goals are generally harder and less effectively achieved than goals developed together.

Achua and Lussier (2013) also defines leadership is “the influencing process of leaders and followers to achieve organizational objectives through change”. There are five key aspects of leadership as displayed in Figure 2.



Source: Leadership effectiveness by Achua and Lussier (5th ed.), 2013.

Figure 2: Leadership definition Key Elements

In summary, there are many various definitions of leadership. In the all definitions above shows that leadership is the process of influence, impact of the leader by creating the conditions, environmental facilitation, and inspiration to seek the participation of individuals in an effort in order to achieve objectives, tasks and vision of the group or the organization.



1.2 Overview of leadership theories

Leadership theories are commonly categorized into trait, behavioral, contingency and influence or power approaches (e.g. Hofmann & Morgeson, 2004; Northouse, 2010). Prior to the 1970s, the main leadership approaches were trait, behavioral and contingency approaches. Power or influence approaches constitute the ‘newer’ leadership theories, which were introduced in the 1970s and 1980s. Table 1 provides an overview of leadership theories and summarizes the core themes emphasized within each approach.

Table 1 Historical development of major leadership approaches

| Prominence | Approach | Core themes |
|---------------|---------------------------------|--|
| 1930s | Trait | Leaders are ‘born’ rather than made; focus on innate characteristics and abilities that distinguish effective from non-effective leaders |
| 1940s - 1950s | Behavioral | Focus on what the leader does; attempts to distinguish effective from ineffective leader behaviors. Particular emphasis on task-oriented and relationship-oriented leadership behaviors |
| 1960s - 1970s | Contingency | Leader effectiveness depends on the context; different leadership styles will be best suited in different contexts/situations |
| 1970s | Leader-member exchange | Leaders develop qualitatively different relationships with subordinates (‘in group’ versus ‘out group’ members) |
| 1970s – 1980s | Transformational/ transactional | Focus on leader vision and ability to inspire followers (transformational); leader clarifies performance criteria and ‘rewards’ subordinates for meeting performance expectations (transactional). |



1.2.1 Trait approaches

Early leadership theories focused on identifying the personality characteristics associated with good leaders (Northouse, 2010). The assumption was that leaders have certain innate characteristics or traits that distinguish them from others i.e. non-leaders (Northouse, 2010).

Trait research focused on identifying specific physical characteristics as well as personal attributes that may be associated with leader effectiveness. Stogdill (1974; cited in Glendon, Clarke, & McKenna, 2006) analyzed and synthesized 287 studies on leadership traits conducted between 1904 and 1970 and identified several characteristics associated with effective leaders. These included:

- (1) Good interpersonal skills.
- (2) Self-confidence and achievement-orientation.
- (3) Persistence in the pursuit of goals.
- (4) Ability to cope with interpersonal stress and tolerate frustration.
- (5) Ability to engage in creative problem solving.

In a later review of empirical trait studies, it was shown that other characteristics that distinguish good from poor leaders included integrity and honesty, a desire to lead and job-related knowledge (Kirkpatrick & Locke, 1991; cited in Glendon et al., 2006). More recently, there has been an increasing focus on identifying the relationships between leadership and the Big Five model of personality. According to this model, personality is made up of five factors: neuroticism, extraversion, openness, agreeableness, and conscientiousness (McCrae & Costa, 1987; as cited in Northouse, 2010). Judge, Bono, Ilies and Gerhardt (2002; as cited in Northouse, 2010) conducted a meta-analysis of 78 trait and leadership studies carried out between 1967 and 1998 and found that the extraversion factor was most strongly associated with effective leadership followed by conscientiousness, openness and low neuroticism.

1.2.2 Behavioral approaches

Given the limitations of the trait approach, in the 1950s there was a shift in focus towards identifying the types of leader behaviors that good leaders exhibit i.e. what it is that good leaders do. Thus, unlike the trait approach, the behavioral approach focuses on the leaders' behaviors and actions (Den Hartog & Koopman, 2001).

Early research on this approach was conducted in the 1950s by



researchers at Ohio State and Michigan Universities. In particular, researchers at Ohio State University identified two types of leadership behaviors included: consideration and initiating structure (Fleishman and Harris, 1962; as cited in Glendon et. al., 2006). Leaders who exhibit a considerate leadership style tend to focus on building good relationships and two-way communications with subordinates and are attentive to subordinate needs and feelings. On the other hand, leaders that exhibit initiating structure behaviors tend to focus on planning, communicating and allocating tasks and expect tasks to be completed to deadlines and to certain standards. Thus, they are task rather than relationship-focused (Fleishman & Harris, 1962; as cited in Glendon et al., 2006). Early research carried out on these two types of behaviors showed that considerate supervisors were more effective, in terms of reduced levels of employee voluntary turnover and fewer grievances (Fleishman & Harris, 1962; as cited in Yukl, 2010). The opposite effects were observed for supervisors who used initiating structure behaviors i.e. had higher voluntary turnover rates and a higher number of grievances. However, it has been suggested that both types of behaviors, whereby leaders both nurture employees and provide the appropriate structure for tasks, are important for effective leadership (Northouse, 2010).

Parallel research carried out by researchers at Michigan University identified two types of leadership behaviors: employee orientation, which focuses on being attentive and considerate of employee needs, and overlaps with the considerate leadership style discussed earlier (e.g. Bowers and Seashore, 1966; as cited in Northouse, 2010), and production orientation leadership behaviors, which share much in common with an initiating structure leadership style as they focus on behaviors targeted towards getting the work done (e.g. Bowers and Seashore, 1966; as cited in Northouse, 2010). Several studies were conducted in an attempt to identify the best combination of both relationship and task-oriented behaviors that would be effective across different situations and thus generate a universal theory of leadership. However, the findings from these studies were inconclusive and consistent associations between task and relationship-oriented behaviors and outcomes, such as employee performance or satisfaction have not been established (e.g. Yukl, 1994; as cited in Northouse, 2010).

Finally, drawing on findings from the behavioral approaches, Blake and Mouton (1964; as cited in Northouse, 2010) developed one of the best known models of



managerial behavior called the Managerial Grid. The model focused on two leadership behaviors: concern for production that assessed the extent to which leaders are concerned with getting the work done and concern for people that assessed the extent to which leaders attend to interpersonal relationships within the organization. The grid portrayed five leadership styles depending on whether leaders emphasized a concern for production or a concern for people. According to the model, the most effective leaders are those that exhibit a “team management” leadership style, which involves focusing on getting the work done but also being attentive to interpersonal relationships within the organization (Blake & McCanse, 1991; as cited in Northouse, 2010).

1.2.3 Contingency approaches

Contingency approaches gained prominence in the 1960s and 1970s and focused on understanding the circumstances or situations where leadership behaviors will be effective. The basic premise of these approaches is that different leadership styles will be effective depending on the situation. In other words, the basic tenet of this approach is that the effectiveness of leadership is context-specific (Yukl, 2010).

Two of the most well known contingency theories are Fiedler’s (1967) Least Preferred Coworker (LPC) contingency model and House’s (1971) path-goal theory.

1.2.3.1 Least Preferred Co-worker contingency model

Fiedler’s (1967; as cited in Northouse, 2010) LPC contingency model focused on the interplay between a leader’s behaviors and style and different situational characteristics. It was argued that individuals have certain “fixed” leadership styles and that a leader’s effectiveness depends on the match between his/her style and a given situation. According to the model, situations are described in terms of the following three factors:

- (1) Leader-member relations: the degree of confidence and trust that exists between leaders and subordinates.
- (2) Task structure: the degree to which tasks are clearly defined.
- (3) Position power: the amount of authority a leader has to reward or punish subordinates.

Depending on the combination of the aforementioned factors, Fiedler (1967; as cited in Northouse, 2010) classified situations according to their degree of favorableness as follows:



(1) Favorable are those situations where there are positive leader-member relations, tasks are clearly defined and the leader has a high position power.

(2) Moderately favorable are those situations that are characterized by good leader-subordinate relations, low task structure and a low level of positional authority or by poor leader-subordinate relations, high task structure and high positional authority.

(3) Unfavorable are those situations where there are poor leader-subordinate relations, poor task structure and weak positional authority.

Fiedler (1967; as cited in Northouse, 2010) argued that in favorable and unfavorable situations a task-based leadership approach would be most effective. On the other hand, in moderately favorable situations, a relationship-oriented approach would be most effective. Although there has been some empirical support for Fiedler's theory, the reasons as to why task-based leadership behaviors are most effective in extreme situations are unclear (Northouse, 2010).

1.2.3.2 Path-goal theory

House's (1971; as cited in Yukl, 2010) path-goal theory focuses on the way that leaders' behaviors can influence subordinate performance and satisfaction. It draws upon the expectancy theory of motivation (Vroom, 1964; as cited in Yukl, 2010) to explain a leader's impact on subordinates. Specifically, expectancy theory focuses on the factors that influence an individual's decision to exert effort on a task. According to the theory, the amount of effort that an individual will exert on a task depends on the likelihood that the effort will result in desirable outcomes whilst avoiding negative ones (Vroom, 1964; as cited in Yukl, 2010). Thus, according to the theory, individuals are more likely to invest efforts in completing a task when they feel that their efforts will be rewarded i.e. result in valued outcomes. Leaders' behaviors play an important role in motivating and supporting subordinates to achieve certain desired outcomes (House, 1971; as cited in Yukl, 2010).

House & Mitchell (1974; as cited in Yukl, 2010) identified four types of leader behaviors:

(1) Supportive leadership – attentiveness to subordinate needs and feelings and showing concern for their welfare.

(2) Directive leadership – scheduling and organizing tasks,



clarifying performance expectations for subordinates and checking compliance with rules and procedures.

(3) Participative leadership – consulting with employees and taking into account their views in decisions.

(4) Achievement-oriented leadership – setting high standards for performance and motivating subordinates to attain them.

According to the theory, the effectiveness of leaders' behaviors will vary depending on the nature of the task (e.g. complex, repetitive) and individuals' characteristics. For instance, the theory proposes that a supportive leadership style will be most effective in situations that involve the completion of tasks that are monotonous, tedious or dangerous, as this leadership style will help increase subordinates' self-confidence and decrease anxiety. However, a supportive leadership style is not going to be as effective for tasks that are interesting and enjoyable (Yukl, 2010). On the other hand, when tasks are complex, unstructured and subordinates are inexperienced, a directive leadership style will be more effective as it will provide guidance and reduce ambiguity regarding how a task should be completed, which in turn should result in higher levels of subordinate satisfaction and effort (Yukl, 2010).

1.2.4 Power or influence approaches

Power or influence approaches focus on the ways that leaders can influence subordinate decisions and/or behaviors. The two most dominant approaches are leader-member exchange theory (Dansereau, Graen, & Haga, 1975; as cited in Northouse, 2010) and transformational-transactional leadership (Bass, 1985; as cited in Northouse, 2010).

1.2.4.1 Leader-member exchange (LMX) theory

Leader-member exchange (LMX) focuses on the interaction between the leader and the subordinate i.e. the influence of the leader in the context of dyadic relationships. The basic tenet of LMX theory is that leaders develop qualitatively different relationships with subordinates and that the quality of this relationship influences a number of affective and behavioral subordinate outcomes. Therefore, LMX theory acknowledges that leaders do not treat all subordinates in the same way (Glendon et al., 2006).



Early research on LMX showed that the relationship between a leader and a subordinate influences the extent to which a subordinate will be considered as part of an “in group” or “out group”. Membership of the “in group” or “out group” is determined by the extent to which the leader is able to work well with the subordinate and the extent to which the latter is willing to carry out activities that go beyond his formal job description (Liden & Graen, 1980; as cited in Bass & Bass, 2008). For instance, Dansereau, Graen and Haga (1975; as cited in Bass & Bass, 2008) interviewed 60 leaders and their subordinates over nine months and found that leaders’ relationships with members of the “in group” were characterized by mutual trust, respect and liking. In contrast, relationships with members of the “out group” were more formal and lacked a sense of common purpose or goal. Unlike members of the “out group”, members of the “in group” were more likely to volunteer for activities that went beyond their formal job description and take on a variety of responsibilities. In exchange, leaders were more likely to reward members of the “in group” by sharing information and showing more confidence as well as concern towards them (Dansereau et al., 1975; as cited in Northouse, 2010).

Later research moved away from studying the differences between leaders and “out group” and “in group” subordinates towards examining how the quality of the LMX relationship impacts on both individuals and organizations (Northouse, 2010). On the whole, this line of research has demonstrated that high quality LMX, characterized by trust, mutual respect and support, is related to a number of positive individual and organizational outcomes, including more positive employee attitudes toward the organization, enhanced job performance and improved job promotion opportunities (e.g. Graen et al., 1995; as cited in Northouse, 2010; Gerstner & Day, 1997; as cited in Bass & Bass, 2008).

Researchers also attempted to explain how leader-member exchanges develop over time. Graen and Uhl-Bien (1991; as cited in Northouse, 2010) suggested that leader-member exchanges go through three phases: the stranger phase, whereby leaders and subordinates relate to each other in a formal manner and compliance with the leader is motivated by self-interests. The second phase is referred to as the acquaintance phase, and forms a testing period for the leader-subordinate relationship during which the leader tries to ascertain whether the subordinate is willing



to take on more roles and responsibilities. The subordinate, on the other hand, examines whether the leader is willing to provide more challenges and opportunities. Successful exchanges during this phase help develop trust and respect between leaders and subordinates. Finally, during the final phase, leader-member exchanges develop into mature partnerships characterized by mutual trust, respect and obligation. This phase is characterized by high-quality exchanges whereby subordinates rely on leaders for support and encouragement and leaders rely on subordinates for extra assignments and assistance. In high quality LMXs, leaders and subordinates work beyond their own self-interests towards the common good of the team and the organization (Graen & Uhl-Bien, 1991; as cited in Northouse, 2010).

1.2.4.2 Transformational and transactional leadership

Although transformational and transactional leadership could be considered behavioral approaches to leadership, Hofmann and Morgeson (2004) view them as power or influence approaches because they are concerned with a leader's influence on subordinate attitudes in order to align them with the organization's objectives and strategies (Yukl & Van Fleet, 1992; as cited in Hofmann & Morgeson, 2004).

Transformational leadership was initially introduced by Burns (1978; as cited in Bass & Bass, 2008) who defined transformational leaders as those that are able to inspire individuals to meet goals (organizational, team) beyond their own and enable them to see the value of meeting those goals beyond their self-interests. However, later work by Bass (1985; as cited in Northouse, 2010) further expanded and refined this model, which has become the most influential conceptualization of transformational/transactional leadership. Bass conceptualized leadership as a continuum ranging from transformational to transactional and laissez-faire leadership. Transformational leaders act as role models, inspire and challenge employees as well as act as mentors. Unlike transformational leaders, transactional leaders' influence focuses on motivating employees to attain certain performance standards and meet task objectives, in exchange for rewards. They are less concerned with inspiring employees or attending to their individual needs. At the very end of the continuum lies the laissez-faire leadership factor, which captures the absence of leadership i.e. complete avoidance of leader responsibilities (Bass, 1985; as cited in Northouse, 2010).



1.2.4.3 Authentic leadership

Authentic leadership is an emerging area of research. It is rooted in positive organizational behavior, which focuses on the “study and application of positively oriented human resource strengths and psychological capabilities that can be measured, developed and effectively managed for performance improvement” (Luthans, 2002). Authentic leaders are defined as those who are self-aware, confident, genuine, optimistic, moral/ethical, balanced in terms of decision-making, and transparent in enacting leadership (Avolio & Gardner, 2005; Avolio, Griffith, Wernsing, & Walumbwa, 2010). They have a clear sense of what their beliefs and values are, act in a manner that is consistent with their values and beliefs and relate to others in a transparent manner (Avolio, Gardner, Walumbwa, Luthans, & May, 2004). They are described as being both ‘true to themselves and to others’ behaving in way that is consistent with their beliefs and values and generate trust in their followers (Bass & Bass, 2008).

There appears to be consensus in the literature (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008; Avolio, Walumbwa, & Weber, 2009) that authentic leaders display the following behaviors:

(1) Balanced processing, which refers to the ability to consider multiple perspectives on a given issue and assess information in a ‘balanced’, impartial manner before making a decision.

(2) Relational transparency refers to behaviors that promote an open and transparent sharing of information between leaders and followers. Internalized moral perspective refers to the ability to behave in a manner that is consistent with one’s own values and beliefs and not being susceptible to peer pressure or organizational demands.

(3) Self-awareness refers to the extent to which leaders are aware of and appreciate their strengths and weaknesses as well as how others in the organization view them and their style of leadership.

It is argued that authentic leaders generate respect and trust from followers, as a result of behaving in accordance with their values and convictions, which in turn facilitate a process whereby followers’ identify with them (Avolio et al., 2004). This mechanism of personal identification overlaps with transformational leadership and the concept of idealized influence (Bass & Bass, 2008). A second



proposed mechanism through which authentic leaders influence followers is social identification i.e. followers feel a sense of belonging with team/organization. It is suggested that authentic leaders act morally and for the best interests of the group, which enhances individuals' sense of social identification (Avolio et al., 2004).

Transformational leadership theory

2.1 Description of transformational leadership

According to Northouse (2010), one of the current and most popular approaches to leadership that has been the focus of much research since the early 1980s is transformational approach. Bryman (1992; as cited in Northouse (2010) stated that transformational leadership is part of the “New Leadership” paradigm, which gives more attention to the charismatic and affective elements of leadership. Bass and Riggio (2006) suggested that its popularity might be due to its emphasis on intrinsic motivation and follower development. Transformational leadership fits the needs of today's work group, who want to be inspired and empowered to succeed in times of uncertainty. In a content analysis of articles published in *Leadership Quarterly*, Lowe and Gardner (2001) found that one-third of research was about transformational or charismatic leadership. Clearly, many scholars are studying transformational leadership, and it occupies a central place in leadership research.

As its name implies, transformational leadership is process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals. It includes assessing followers' motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership.

An encompassing approach, transformational leadership can be used to describe a wide range of leadership, from very specific attempts to influence followers on a one-to-one level, to very broad attempts to influence whole organizations and even entire cultures. Although the transformational leader plays a pivotal role in precipitating change, followers and leaders are inextricably bound together in the transformational leadership (Northouse, 2010).



2.2 Definitions of transformational leadership

Transformational leadership, initiated by Burns (1978) and Bass (1985a) has become a very popular concept in recent years.

Firstly, Burns (1978) introduced the concept of transformational leadership by describing both leaders and followers help to raise one another to higher levels of morality and motivation. He stated that transformational leaders are individuals that appeal to higher ideals and moral values such as justice and equality and can be found at various levels of an organizations. Furthermore, he added that transformational leadership refers to those who stimulated and inspire the followers to achieve their outcomes and develop their leadership capacity.

Later, Bass (1985 & 1998) demonstrated that transformational leadership can move the followers to go beyond the expected performance, to lead higher level of follower satisfaction and commitment to the group and organization. Bass (1998a) extended the concept of transformational leadership to describe those who motivate the followers to do more than they originally intended to do by showing the followers with a compelling vision and encouraging them to transcend their own interests for those of group. Actually, a defining on the characteristics of transformational leadership is the enormous personal impact and it has on followers' values, a way of thinking about their work and interpreting events. Transformational leaders transform the followers by transforming followers' values and beliefs. Transformational leadership is created to be successful in reaching the goals of the organization, increasing the commitment to the organization and strengthen the process during these objectives of the organizations (Yukl, 1994).

Hoy and Miskel (1996) suggested that transformational leaders exhibit the traits as define the need for change, create new visions and muster commitment to the visions, concentrate on long-term goals, inspire the followers to transcend their own interests for higher order goals, change the organization to accommodate a new vision, rather than work within the existing one and mentor followers to take greater responsibility for their own development and that of others. Followers become leaders and leaders become change agents, and ultimately transfer the organization.

Sergiovanni (1989) wrote that transformational leadership takes the form of leadership as a building. It focuses on arousing people potential, satisfying higher



needs and raising expectations of both leaders and followers to encourage them higher degree of commitment and performance. Sergiovanni (1996) added to this definition a moral dimension, connected with the meaning of work and life in general. Ayaserah (2006) described that transformational leadership is the way in which the leader and follower support each other for achieving a high level of moral and supportive spirit. Furthermore, transformational leaders inspire trust in those they are leading, encouraging them to think critically and explore new ways to accomplish their jobs. Transformational leaders encourage their followers to be more aware of the significance of productivities.

Leithwood et al. (1994, 1999) defines transformational leadership referring to “the ability to empower others, something often accomplished from the rear of the band”, with the purpose of transforming, that is, accomplishing, a “major change in form, nature and function of some phenomenon”, in a leadership context, it “specifies general ends to be pursued, although it is largely mute with respect to means”.

Bass (2000) defined that transformational leaders are able to develop the vision of their employees, encourage them, and raise their moral spirit and transformational leadership as finding the current energy in followers by creating an active interaction environment in the organization and mobilizing this energy in the direction of organizational objectives. Primary objective of transformational leaders is to increase the perception of success in the organization and to motivate the organization's members. Furthermore, Transformational leaders motivate the followers to realize organizational objectives by gaining their confidence. Transformational leaders make the employees be disposed to deal with problems and difficulties they encounter and they provide autonomy for them to increase their performance and efficacy (Bass, Avolio, Jung, & Berson, 2003).

In summary, transformational leadership is the ability of leaders whom lead to create valuable and positive change in the followers. The leader focus on ‘transforming’ followers to look out and to help each other, be encouraging, harmonious, and was determined to purpose a common goals but it is mainly about the method and strategy. Moreover, leaders empower followers and pay attention to their individual needs and personal development, helping followers to develop their own leadership potential and involve inspiring followers to commit to a shared vision and



goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity through coaching, mentoring, and provision of both challenge and support.

2.3 Synthesizing the component of transformational leadership

Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. Burns defined leadership as “inducing followers to act for certain goals that represent the values and the motivations - the wants and the needs, the aspirations and expectations of both leaders and followers”. He offered three components of behavior to explain transformational leadership as following:

First, charismatic or inspirational leadership employed vision, displayed a sense of mission and confidence, increased optimism, fostered enthusiasm, and earned respect, loyalty and trust.

Second, leaders that employed individual consideration paid attention to personal needs, coached and advised members, and aided each follower in becoming successful.

Third, intellectual stimulation leadership emphasized intelligence, rationality, problem solving, and new approaches.

Based on empirical evidence, Bass (1985) modified the original transformational leadership construct. He found that transformational leadership consisted of four major components: (1) charismatic leadership, (2) inspirational motivation, (3) individual consideration, and (4) intellectual stimulation. The first component, charismatic leadership is shown by leaders who act as role models, create a sense of identification with a shared vision, and instill pride and faith in followers by overcoming obstacles. This component is also known as idealized influence. Inspirational motivation is defined as inspiring and empowering followers to enthusiastically accept and pursue challenging goals and a mission. Individual consideration consists of behaviors such as communicating personal respect to followers by giving them specialized attention, by treating each one individually, and by recognizing each one's unique needs. Finally, leaders who consider old problems in new ways, articulate these new ideas, and encourage followers to rethink their conventional practice and ideas are said to be intellectually stimulating.



Avolio, Waldman, and Yammarino (1991) developed a concept of what has widely become known as the “Four Is” of transformational leadership consisted of: (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration. These components were described as following:

Idealized influence refers to transformational leaders behave in ways that result in their being role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them. Among the things the leader does to earn this credit is considering the needs of others over his or her own personal needs. The leader shares risks with followers and is consistent rather than arbitrary. He or she can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct. He or she avoids using power for personal gain and only when needed.

Inspirational motivation refers to transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers’ work. Team spirit is aroused. Enthusiasm and optimism are displayed. The leader gets follower involved in envisioning attractive future states. The leader creates clearly communicated expectations that followers want to meet and also demonstrates commitment to goals and shared vision.

Intellectual stimulation refers to transformational leaders stimulate their followers’ effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual members’ mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders’ ideas.

Individualized consideration refers to transformational leaders pay special attention to each individual's needs for achievement and growth by acting as coach or mentor. Followers and colleagues are developed to successfully higher levels of potential.

According to Popper, Mayseless, and Castelnovo (2000), all these characteristics of transformational leadership in educational settings largely fall into four components comprised idealized influence, inspirational motivation, intellectual



stimulation, and individualized consideration. Firstly, Idealized influence is defined as considering the followers' needs before their own personal needs, setting high standards of performance, and showing power and confidence. Second, Inspirational motivation refers to the ways of the leader to motivate and inspire the followers as sharing a vision, displaying enthusiasm and optimism, communicating high expectations, and demonstrating commitment to the goals. Third, Intellectual stimulation refers to the leader's effort to help followers to be innovative and creative. Finally, individualized consideration is demonstrated when leaders pay attention to the developmental needs of followers and act as coach or mentor to develop their followers' potential.

Bass and Avolio (2004) proposed that transformational leader is composed of four components: (1) Idealized influence, (2) Inspirational motivation, (3) Intellectual stimulation, and (4) Individualized consideration; they refer to the four components as the "four I's" as follows:

Idealized influence refers to the level of respect, trust, and admiration that leaders get from their followers. This includes idealized attributes (qualities that the followers identify in the leader as exceptional and that induce respect and pride) and idealized behaviors (specific behaviors that are highly regarded and valued by the followers). This is in major part what other authors called charisma.

Inspirational motivation refers to the capacity of the leader to inspire those around him and to look at the future in an optimistic way. This raises both enthusiasm about what people are working on and confidence regarding the future achievements.

Intellectual stimulation refers to the capability of the leaders to arouse followers to think outside the box, to challenge their assumptions and to come up with new ideas or solutions for the problems they face. In other words, transformational leaders encourage creative thinking and nurture an open-minded environment.

Individual consideration is seen when leaders understand the differences (in needs) between followers and adapt their behavior accordingly. Transformational leaders are excellent coaches or mentors and constantly try to encourage personal development of their followers.



Similarity, Northouse (2010) identifies four component of transformational leadership are presented in following sections:

Idealized influence, it describes leaders who act as strong role models for followers; followers identify with these leaders and want very much to emulate them. These leaders usually have very high standards of moral and ethical conduct and can be counted on to do the right thing. They are deeply respected by followers, who usually place a great deal of trust in them. They provide followers with a vision and a sense of mission.

Inspirational motivation, this component is descriptive of leaders who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization. In practice, leaders use symbols and emotional appeals to focus group members' efforts to achieve more than they would in their own self-interest. Team spirit is enhanced by this type of leadership.

Intellectual stimulation, it includes leadership that stimulates followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and the organization. This type of leadership supports followers as they try new approaches and develop innovative ways of dealing with organizational issues. It encourages followers to think things out on their own and engage in careful problem solving.

Individualized consideration, his component is representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of followers. Leaders act as coaches and advisers while trying to assist followers in becoming fully actualized. The leaders may use delegation to help followers grow through personal challenges. An example of this type of leadership is a manager who spends time treating each employee in a caring and unique way. To some employees, the leader may give strong affiliation; to others, the leader may give specific directives with a high degree of structure.

According to Warrilow (2012), transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole. He identified four components of transformational leadership style as following:

(1) Charisma or idealized influence refers to the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause



followers to identify with the leader who has a clear set of values and acts as a role model for the followers.

(2) Inspirational motivation refers to the degree to which the leader articulates a vision that is appeals to and inspires the followers with optimism about future goals, and offers meaning for the current tasks in hand.

(3) Intellectual stimulation refers to the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect (to the leader, the organization, each other, and the goal) they can creatively overcome any obstacles in the way of the mission.

(4) Personal and individual attention refers to the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfils and enhances each individual team members' need for self-fulfillment, and self-worth and in so doing inspires followers to further achievement and growth.

According to the literature review, there are some components of transformational leadership has been discussed by 7 authors and scholars includes Burns (1978); Bass (1985); Avolio, Waldman, & Yammarino (1991); Popper, Mayseless, & Castelnovo (2000); Bass & Avolio (2004); Northouse (2010); Warrilow (2012) since Burns's writings in 1978. The components of transformational leadership of authors and scholars who has been chosen to become references on this research is shown table 2.

Table 2 Authors and the components of transformational leadership

| No. | Author (s) | Components |
|-----|--------------|--|
| 1 | Burns (1978) | 1. Charismatic leadership 2. Individual consideration 3. Intellectual stimulation |
| 2 | Bass (1985) | 1. Charismatic leadership 2. Individual consideration 3. Intellectual stimulation 4. Inspirational motivation |



Table 2 (continued)

| No. | Author (s) | Components |
|-----|--|--|
| 3 | Avolio, Waldman, & Yammarino (1991) | 1. Idealized influence 2. Individualized consideration 3. Intellectual stimulation 4. Inspirational motivation |
| 4 | Popper, Mayseless, & Castelnovo (2000) | 1. Idealized influence 2. Inspirational motivation 3. Intellectual stimulation 4. Individualized consideration |
| 5 | Bass & Avolio (2004) | 1. Idealized influence 2. Individualized consideration 3. Intellectual stimulation 4. Inspirational motivation |
| 6 | Northouse (2010) | 1. Idealized influence 2. Inspirational motivation 3. Intellectual stimulation 4. Individualized consideration |
| 7 | Warrilow (2012) | 1. Charisma or Idealized influence 2. Personal and individual attention 3. Intellectual stimulation 4. Inspirational motivation |

The results in Table 2 showed that the most of those components of transformational leadership are similar (e.g., Charisma leadership and Idealized influence) or the same among the authors and scholars. To get the components of transformational leadership for this study, the components were grouped and re-synthesized from all these 7 authors and scholars above. Table 3 provides a list of synthesizing of the components.



Table 3 Synthesizing of the components of transformational leadership

| No. | Components Author (s) | Idealized influence | Individualized consideration | Intellectual stimulation | Inspirational motivation |
|------------------|---|------------------------|---------------------------------|-----------------------------|-----------------------------|
| 1 | Burns (1978) | ✓ | ✓ | ✓ | |
| 2 | Bass (1985) | ✓ | ✓ | ✓ | ✓ |
| 3 | Avolio, Waldman, & Yammarino (1991) | ✓ | ✓ | ✓ | ✓ |
| 4 | Popper, Mayseless, & Castelnovo (2000) | ✓ | ✓ | ✓ | ✓ |
| 5 | Bass & Avolio (2004) | ✓ | ✓ | ✓ | ✓ |
| 6 | Northouse (2010) | ✓ | ✓ | ✓ | ✓ |
| 7 | Warrilow (2012) | ✓ | ✓ | ✓ | ✓ |
| Frequency | | 7 | 7 | 7 | 6 |

Based on literature review, having analyzed, synthesized the theories on transformational leadership from 7 authors and scholars above, the researcher identified four components of transformational leadership for this study comprised Idealized influence, Inspirational motivation, Individualized consideration, and Intellectual stimulation.

Transformational leadership of primary school principal

Based on the synthesis framework, transformational leadership behavior were identified by four components in order to apply for school principal in this research context includes (1) Idealized influence, (2) Inspirational motivation, (3) Individualized consideration, and (4) Intellectual stimulation. Each component of school principal's transformational leadership will be discussed detail as following:

4.1 Idealized influence

The interpersonal skills, of the leader, factor into his or her degree of attributed idealized influence. Is the leader a selfish leader or unselfish leader? Does the



leader show true appreciation to the workers in the daily interactions with them? Does the leader show flexibility and understanding when workers miss work due to personal family issues. Idealized influence is the capability of exerting influence by serving as a role model, arousing pride in followers, and demonstrating high standards of ethical and moral conduct. Such leaders show high performance standards, fulfill what they expect others to do and can be counted on to do the right thing. They earn trust and confidence. Those leaders share risks with followers and are consistent in their actions. They even take the risk of replacement for the greater gain obtained when their followers are fully capable of contributing to the overall mission. They overcome obstacles and create identification with the mutual vision. Their legitimacy is based on their personal integrity and competence. Followers develop a high degree of admiration and respect for them and try to emulate them. Transformational leaders avoid using power for personal gain and only implement it when needed (Bass & Avolio, 2004). Yukl (2006) stated that idealized influence behaviors arouse strong follower emotions and identification with the leader. According to Banjeri and Krishnan (2000), followers describe their charismatic leaders as making followers enthusiastic about tasks, commanding respect, and having a sense of mission is transmitted to their followers.

Transformational leadership display conviction about important issues, exhibition high standards of ethical and moral conduct, sharing risks with followers in setting and attaining goals; consider the needs of others over their own, and use power to move individuals or groups toward accomplishing their mission, vision, and cause, but never for personal gains. As a result, transformational leaders are admired, respected and trusted. Followers identify with their leaders and want to emulate them. Without having trust and commitment to the leaders, attempts to change redirect the organization's mission are likely to be met with extreme resistance (Bass & Riggio, 2006; Avolio, 1994).

Similarly, Balyer (2012) stated that transformational leaders perform as role models and exhibit charismatic personalities that inspire others to become one of them. It is because, the follower trust and respect the leader, and they emulate their leader and internalize his or her moralities. These leaders take the follower's needs before their own personal needs by evading the self-power. They build trust among the followers and the leader by setting challenging goals, motivating and demonstrating



high moral standards. Idealized influence motivates the leaders to take risk and follow a set of principles.

Northouse (2010) defined these leaders raise high standards of moral and ethics. At the highest level of morality, leaders and their followers may dedicate themselves to the best ideals. If someone serves his or her country to the best of his or her abilities, that can be a great motivator to followers (Bass, 1999). It can be stated that transformational leaders demonstrate superior levels of ethical and moral conduct while serving as role models for their supporters. They elevate the importance of common values and beliefs, emphasize the significance of a strong sense of purpose, and underline the worth of achieving a collective sense of the organization's mission (Bass & Avolio, 1994, 2004; Gozubenli, 2009). Therefore, the leaders inspired the followers to emulate them in order to raise the bar in term of quality of their performance at work. There are many previous studies which were done and confirmed that idealized influence impacted directly on the individual performance (Bass, 1990; Bass & Avolio, 1994). Idealized influence is categorized in two distinct ways (Antonakis, Avolio, & Sivasubramaniam, 2003). When followers perceive the leader as powerful, confident, ethical and consistent in a focus on higher-order ideals, this is referred to as idealized influence (attributed). Idealized influence (behavior) is characterized as the charismatic actions that elicit alignment between leader-follower values, beliefs and sense of mission (Antonakis, Avolio, & Sovasubramaniam, 2003).

In the school context, the question could be formulated as: Does the principal give teachers credit for high student achievement or try to take the credit alone? These are all key questions in this component of transformational leadership. The attributed idealized influence of a leader is on display with each daily interaction of communication between the leader and each individual in the workplace. A part of forming these trusting relationships in schools would focus on the type of influence a principal presents. Idealized influence is displayed when the principal acts as the role model whom the teacher can emulate. Trust and respect is attained when the principal demonstrates the right behaviors toward the staff. The principal treats the needs of the staff foremost through ethical and moral ways. Power is used by the principal in order to influence teachers to achieve the school's goals and visions as well as their own. Each teacher measures the degree of support that his or her principal gives to him or her



in a variety of ways concerning the allocation of resources, the backing when attacked wrongly by critical parents, along with a long list of factors. Hallinger (2005) discussed how well-intentioned support from principals to teachers in the classroom may make a huge impact in schools. Bryk and Schneider's (2003) study found that principal respect and personal regard for teachers, competence in job responsibilities, and personal integrity were associated with relational trust among all adults in a school.

There are thirteen performance indicators of idealized influence as follows:

- (1) Display a sense of power and confidence.
- (2) Be a role model who generates admiration, respect, and trust.
- (3) Demonstrate persistence, determination and a willingness to take risks.
- (4) Talk about the most important values and beliefs.
- (5) Specify the importance of having a strong sense of purpose.
- (6) Consider the moral and ethical consequences of decisions.
- (7) Emphasize the importance of having a collective sense of school mission.
- (8) Act in ways that builds respect and trust.
- (9) Demonstrate the strong idealism and value for teachers.
- (10) Show the ability to create vision to solve the problems.
- (11) Influence teachers to think about common goal.
- (12) Share the risk with teachers for reaching goal.
- (13) Go beyond self-interest for the good of the school.

4.2 Inspirational motivation

Inspirational motivation involves the leader setting a good example for all staff members as well as communicating positively high expectations. Bass and Avolio (2004) stated that inspirational motivation is a leader's way of talking optimistically about the future as well as what needs to be accomplished, and expressing confidence that goals will be achieved. Most experts such as Burns (1978) agree that when leaders show high moral standards, those they lead show high moral character. This scale pertains to the leaders raising the workers up (transforming them) to higher levels of motivation and morality with the key question revolving around, what is in the best interest of our organization?



Similarly, Bass (1990) characterizes inspirational motivation communicates high expectation, uses the symbol to focus efforts, express the crucial purposes in simple way and attempted to propose that transformational leaders apply inspirational motivation to adhere the followers toward the vision of the organization with their effective communication personality. Furthermore, inspirational motivation communicate a vision with fluency and confidence, increasing enthusiasm and giving more interesting talks that make people more energy. According to Sarros and Santora (2001), described inspirational motivation is the motivation to raise the awareness of followers about the organization's mission, vision, and willing to the vision is a main theme of this factor. The important indicators of inspirational motivation are organizational vision, communication, challenging to subordinates encouragement, working with workers, and giving autonomy are the core values of inspirational motivation.

Transformational leaders have a clear vision that must articulate which is appealing and inspiring to followers for the future. These leaders have the ability to stimulate confidence, motivation to demonstrate a commitment to the goals and a sense of purpose in his followers. Inspirational motivation leaders are great communicators who make the vision comprehensible, specific, influential and engaging. Other characteristics of these leaders include, displaying continued enthusiasm, optimistic about the future and believe in their abilities and the ability to emphasize on positive. Inspirational motivation leaders have high expectations and support the followers' experiences (Balyer, 2012). Conger (1991) mentions that effective leaders are the ingenious craftsmen of their organization's mission. They communicate their missions in ways that create great fundamental demand. Vision is a key leadership behavior for increasing workforce support in organizational augmentation and development. Inspirational motivation measures vision by tracing the rate at which leaders utilize symbols, metaphors, and basic emotional demands to raise awareness and understanding of commonly desired goals (Conger, 1991; Densten, 2002).

Motivation and inspiration are two common values of transformational leaders. Transformational leaders provide significant and challenging work, clearly explain their vision, and communicate the importance of the organization's mission and objectives to their followers. They speak positively and passionately about the future



and express confidence that organizational goals will be achieved. Transformational leaders also stimulate team spirit, generating hope and passion among followers (Bass, 1985; Bass & Avolio, 1994, 2004). Leaders display inspirational motivation when they encourage employees to do their best and achieve beyond expectations. For that reason, utilization of inspirational motivation helps to increase employees' feelings of self-reliance, enabling them to optimally carry out their jobs (Snyder & Lopez, 2002).

Bass and Riggio (2006) presented more on this component the way in which leaders behave to motivate and inspire the followers around them by providing meaning and understanding to challenge their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. The leader energizes the follower by envisioning future state, focusing on clear goal, and the shared vision for organizational goal and clear communication to followers.

According to Sashkin and Rosenbach (1993), the transformational leader helps inspire others to emerge as leaders among the organization. Similarly, Leithwood (1992) discussed how transformational principals help inspire teachers to emerge in schools as teacher/leaders. These emerging leaders are a critical part of the success of collaborative leadership. Inspirational leaders help to transform the feelings, attitudes, and beliefs of followers and allow them to believe in themselves and in group goals (Bass & Avolio, 2004). While looking closely at specific values in educational administration, Begley (2004) stated, "It is important to establish a balanced appreciation of the relationships among personal values, professional values, organizational values, and social values".

In school, the principals play a major role in developing enthusiasm and motivation in the staff in their professional growth. Transformational leaders encourage autonomy and inspire teachers to be innovative and creative and challenge the status quo (Hariri, Monypenny, & Prideaux, 2014). Teachers are guided with a sense of meaning and challenge. Team building and commitment is encouraged via communication of the visions and goals of the school. Teachers are carried into the vision and goal ideologies and nurtured throughout the process. Teachers are allowed to demonstrate innovation and creativity through autonomously performing tasks while the principal gives support only when needed by the teachers. This legitimizes teachers to learn as much as they can and as a result produce more than what is required of them in the school growth process.



Overall, inspirational motivation consists of:

- (1) Talk positively about the future goals of school.
- (2) Show enthusiasm about what needs to be done.
- (3) Explain clearly about future school goals.
- (4) Discuss confidently about achieving goals.
- (5) Explain in specific details who is responsible for performance goals at school.
- (6) Motivate teachers not to think of own self- interest.
- (7) Motivate teachers to devote themselves for school development.
- (8) Inspire teachers the high value performance at work.
- (9) Express satisfaction and excitement when staff members meet expectations and/or goals.

3.3 Individualized consideration

According to Bass and Avolio (2004), individualized consideration is a leader's way of treating others as individuals rather than members of a group along with helping each one to develop his or her strengths. These leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized.

Similarity, Balyer (2012) defined this component of transformational leadership recognizes follower's specific needs, desires and potentials. To develop the potential within the group members, the leaders behave as special people and act as a coach or mentor by providing chances for training sessions. Transformational leaders treat the group members differently but equitably. In order to foster supportive relationships, transformational leaders give empathy and encourage the followers to communicate openly as they feel free to share their feelings and ideas. Therefore, leaders can offer direct recognition of the individual contributions of each follower. So, the followers will have ambitions to be full filled for the development of self and is intrinsically motivated for the tasks.

According to Barnett, McCormick, and Connors (2001), individualized consideration occurs when leaders develop interpersonal relationships with followers. It



is these interactions that allow the leader to personalize leadership and establish goals for each individual follower (Barnett et al., 2001). Yukl (2006) stated that individualized consideration behaviors provide support, encouragement, and coaching to followers. The relationship used for mentoring and coaching is based on followers' individual development needs with the outcome being the evolvement of followers into leaders (Bass, 2000). Individualized consideration has been found by Corrigan and Garman (1999) to positively affect and facilitates team-building efforts.

Therefore, the purpose of individualized consideration is to determine the needs and strength of others, using this knowledge and acting as mentors, transformational leaders help the followers and colleagues develop successively higher levels of potential and take responsibility for their own development. Individualized consideration refers to treating followers as individuals and not just members of a group (Dionne et al., 2004). Leader will satisfy the follower by advising, supporting and paying attention to their individual needs and motivate them to develop themselves. The goal of the leader here is not only about recognizing and satisfying the needs of the followers, but also to mentor and coach them to reach their full potential. To reach this goal leaders also make sure that they redefine the organizational climate to a supportive one that promotes new learning opportunities for followers.

This approach of considering the ideas and input from staff members encourages the collaborative leadership philosophy. Leithwood (1992) suggested that transformational leaders help foster teacher growth and development for each individual teacher. Transformational leaders strive to give individual consideration to each person and make them feel like an important member of the team. Transformational leaders make people feel like they have some input on issues that affect them. Employees are more likely to have a greater commitment and will take greater responsibility for what happens to the school. Geijsel et al. (2009) determined that providing individualized consideration means trying to meet teachers' needs by assigning responsibilities according to their capabilities and talent, linking personal interests for professional development with the objectives of the team and school. It plays a very important role because it offers recognition and encouragement, just like payment, so that teachers feel that they work in a safe, rewarding environment. In order to display individualized consideration, the principal acts as a mentor facilitating improvements, ownership,



learning and empowerment. Teachers are rewarded for their creativity and innovation and are treated according to the skills and knowledge they possess. The principal empowers teachers to make decisions that may assist them to develop and learn.

According to Silins and Mulford (2004), successful school reform involves the building of trust, respect, and value of staff members' positive contributions. They discussed the priority of the development of professional relationships which build a school climate of trust and cooperation.

Generally, individualized consideration consists of:

- (1) Treat teachers as individuals rather than just as a member of the school.
- (2) Help teachers to develop their strengths.
- (3) Help teachers talk about their feelings.
- (4) Spend time coaching and mentoring teachers, especially, young teachers.
- (5) Create a supportive climate in school.
- (6) Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them.
- (7) Encourage two-way communication, listens carefully to team member's ideas and suggestions.
- (8) Influence constituents through mentoring and inspiration, rather than ordering or directing them.
- (9) Show appreciation when a teacher takes initiatives to improve the education.

3.4 Intellectual stimulation

Intellectual stimulation is the leader's way of stimulating their followers' efforts to be innovative and creative (Bass & Avolio, 2004). These leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members' mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions. It raises or promotes intelligence, rationality, and careful problem solving (Bass, 1990). Leaders challenge the followers to explore



creativity, new procedures and programs, and solve difficult problems, foster unlearning and eliminate the fixation on old way of doing things, and refrain from the publicly criticizing individual members for mistakes and it addresses the problem of creativity (Atwater, Bass, & Avolio, 1994).

Transformational leader encourages followers to discover innovative ways of doing things with the development of confidence in their leader. The leader challenges the group to identify and solve those challenges in a totally different ways. The followers are encouraged for their creativity and autonomy among the members. Intellectual stimulation represents the leader who helps the followers to change the way how they think and take decisions. Also, the leader assists the follower to overcome the obstacles they come across in life and solve the problems they face by conveying them to see the big picture and achieve their goals (Balyer, 2012).

Innovation and creativity is in the heart of intellectual stimulation factor. Leaders, who motivate creativity and challenge the old ways of doing as part of their regular job are exercising intellectually stimulate part of transformational leadership. These leaders cultivate the same skills in their followers. “Intellectually stimulating leaders work through difficulties, and use their problem solving techniques for reaching decisions that reflect a mutual consensus between leaders and employees” (Sarros & Santora, 2001). According to recent study of Ahanger (2009) transformational leaders who use intellectual stimulation can challenge the status quo and stimulate their followers’ effort to be innovative. Followers are positively encouraged to try new approaches. The ideas of subordinates are not undermined even when they reflect different stands. Rather a bottoms-up type of influence is generated with two way communication. Both leaders and followers develop their own capabilities to recognize, understand and eventually solve future problems. Redmond et al. (1993) specifies that when leader behavior increases follower self-efficacy, it results in a higher level of follower creativity in problem-solving situations. Therefore, leader-follower cooperation gains in importance as followers’ desires increase to find mutual solutions to problems. Once this takes place, followers will have increased trust in and attachment to both their leaders and their organization.

In school, Intellectual stimulation refers to principals encouraging exploratory thinking, innovation and teacher autonomy. Such stimulation helps the



awareness about problems in school and enhances motivation to find solutions (Geijsel et al., 2009). Providing intellectual stimulation increases individual creativity and promotes collective innovativeness (Bain, Mann, & Pirola-Merlo, 2001). New ideas are accepted and never criticized.

According to Leithwood (1992), transformational principals tend to give their teachers opportunities in professional development. This is where the leader's role in professional development is found to be key, especially for leaders of schools in challenging circumstances (Leithwood et al., 2006). Professional development activities are developed by principals to assist teachers in enhancing the professional skills and knowledge needed to achieve desired school outcomes. Teachers become interested if the activity or event has benefits on them and their students. In-service activities are deemed successful only if they create opportunities for the teachers to transfer learning to improved performance. This enables the teachers to contribute meaningfully to the progress of the school. Transformational leaders rely on a collaborative leadership approach. Establishing close working relations with teacher is an important means through which formal leaders are able to identify the leadership potential of others in their schools. This collaboration involves shared decision-making on specific materials and resources needed in the classrooms.

Overall, intellectual stimulation consists of:

- (1) Encourage teachers to experiment with new didactic strategies.
- (2) Involve teachers in a constant discussion about their own professional personal goals.
- (3) Encourage teachers to try new strategies that match their personal interests.
- (4) Help teachers to reflect on new experiences.
- (5) Motivate teachers to look for and discuss new information and ideas that are relevant to the school's development.
- (6) Stimulate teachers to constantly think about how to improve the school.
- (7) Offer enough possibilities for teacher professional development.
- (8) Help teachers talk about and explain their personal views on education.



- (9) Get others to look at problems from many different.
- (10) Seek differing perspectives when solving problems.
- (11) Do not publicly criticize individuals' mistakes.

General education in Vietnam and the roles of school principal

4.1 General education

4.1.1 General education system

According to Vietnam Education Law 2005, general education consists of:

- (1) Primary education, which is conducted for five school years, from the first to the fifth grade. The age of entrance to the first grade is six;
- (2) Lower secondary education, which is conducted for four school years, from the sixth to the ninth grade. Students entering the sixth grade must complete the primary education program, at the age of eleven;
- (3) Upper secondary education, which is conducted for three school years, from the tenth to the twelfth grade. Students entering the tenth grade must have a lower secondary education diploma, at the age of fifteen.

4.1.2 Objectives of general education

- (1) The objectives of general education are to help students develop comprehensively in terms of morals, intellect, physical strength, aesthetics and other basic skills, develop personal ability, flexibility and creativeness, with a view to forming the socialist Vietnamese personality, building the civic conduct and duty, preparing students for further studies or productive labor, participation in the building and defending of the Fatherland.
- (2) Primary education aims to help students form initial foundations for a proper and long-term moral, intellectual, physical and aesthetic development, and develop basic skills for them to continue with the lower secondary education.
- (3) Lower secondary education aims to help students consolidate and develop the outcomes of primary education, acquire general and basic knowledge and initial understanding about techniques and vocational orientation to continue with the upper secondary education, professional secondary education or vocational training or enter the work force.



(4) Upper secondary education aims to help students consolidate and develop the outcomes of lower secondary education, complete the general education and acquire common understanding about techniques and vocational orientation, as well as conditions to develop their personal ability in order to choose a development direction, to enter universities, colleges, professional secondary education schools, vocational training schools or the work force.

4.1.3 Requirements on contents and methods of general education

(1) The contents of general education must ensure the popular, basic, comprehensive, vocationally-orienting and systematic characters, be linked to the realities of life, suitable to the psycho-physiological characteristics of students, and meet the objectives of education at each level.

Primary education must ensure that students acquire simple and necessary knowledge about nature, society and human being; basic listening, reading, speaking, writing and calculating skills; habits of physical training and hygiene; and initial understanding of singing, dance, music and fine-arts.

Lower secondary education must consolidate and develop the contents learned in primary education, provide students with the basic general knowledge about Vietnamese language, mathematics, national history, and other knowledge about social science, natural science, law, informatics, foreign languages; and with necessary minimum understanding about techniques and vocational orientation.

Upper secondary education must consolidate and develop the contents learned in lower secondary education and complete the contents of general education. Besides the main content of providing the general, basic, comprehensive, vocationally-orienting knowledge for all students, there shall be the content of providing higher knowledge in some study subjects to develop the students' abilities and satisfy their needs.

(2) The methods of general education must promote the activeness, consciousness, initiative and creativeness of students; be suitable to the characteristics of each grade and subject; foster the self-study methods and the ability for team work; drill the skills of applying learned knowledge to reality; exert impacts on pupil's sentiment, bringing them joy and eagerness of learning.



4.1.4 General education programs, textbooks

(1) General education programs must reflect the objectives of general education; set standards of knowledge, skills, scope and structure of the contents of general education, methods and forms of organizing educational activities, methods of evaluating educational results for each study subject of each grade and each level of general education.

(2) Textbooks must concretize the requirements on knowledge contents and skills as defined in the educational program for study subjects of each grade of general education, meeting the requirements on methods of general education.

4.2 The roles of school principal in Vietnamese education system

According to Article 54 of the Education Law 2005, the school principal is a person responsible for managing the school's operations, and is appointed or recognized by the competent State authority. In each annual and five-year plan, MOET always determines the important role of administrators and school leaders in completing missions of organizations. However, according to Gian (2012), the trends in educational leadership development in Vietnam in the next 10 years should be change of perspectives and mindset that school principals are not only government officials, they are also educators and leaders. He proposed that school principal's role should be transitioned from "one-role principal" (as a government official) to "3-Role Principal", includes Educator, Leader, and Government Official. In the role of an Educator, school principal must know how to educate someone to become a real human-being, a wise citizen and a successful worker, how to change and develop people and how to make students' learning happy and successful, ect. In the role of a Leader, school principal must know how to set the strategy, build teamwork; give staff the right jobs to do and make them love to do these jobs; get all objectives with the minimum resources, ect; and the role of a Government Official is to protect the political objectives in education.

The strategies to develop transformational leadership of primary school principals

According to Rooke and Torbert (2005), "Leaders are made, not born, and how they develop is critical for organizational change" (p. 67). Research conducted by the American Management Association (AMA, 2008) demonstrated that many



organizations view leadership and leadership development as one of the chief issues affecting an organization's future success. Various ways were presented to develop leadership skills, in general and transformational leadership, in particular.

Yukl (2010) presented some various ways to develop leadership competencies as follows:

(1) Formal training. Formal training occurs during a defined time period, and it is usually conducted away from the manager's immediate work site by training professionals (e.g., a short workshop at a training center, a management course at a university)

(2) Developmental activities. These activities are usually embedded within operational job assignments or conducted in conjunction with those assignments. The developmental activities can take many forms, including coaching by the boss or an outside consultant, mentoring by someone at a higher level in the organization, and special assignments that provide new challenges and opportunities to learn relevant skills.

(3) Self-help activities such as reading books, viewing videos, listening to audio tapes, and using interactive computer programs for skill building, etc. and are usually carried out by individuals on their own ideas.

Burroughs Wellcome Fund Howard Hughes Medical Institute (2006) also present some formal ways to develop leadership skills such as: find a mentor, read books and attend seminars or short courses offered at university and get to know the strength and weaknesses.

Day's (2001) study of leadership development practices in academic and practitioner domains found the most common methods included: 360-degree feedback, coaching, mentoring, peer networks, job assignments, and project-based learning. Scott, Coates and Anderson (2008) found the following six academic leadership development approaches are potentially the most effective: learning on-the-job, ad hoc conversations about work with people in similar roles, participating in peer networks within the university, being involved in informal mentoring/coaching, and study of real-life workplace problems and participating in peer networks beyond the university.

For transformational leadership, according to Bass and Riggio (2006), transformational leadership can be developed by some ways as follows:



(1) Early life experiences. These experiences can be gained from family (e.g., parents providing challenges, monitoring and providing the kind of scaffolding needed for success); from school with engaged in more leadership activities in high school and college; and previous organizational or work experiences as a leader. Early life experiences play a part in the development of transformational leaders.

(2) Counseling and feedback. The practicing leader can profit from receiving counseling and feedback about what can be done to improve the leader's profile – more transformational leadership and less management-by-exception.

(3) Educating and training. Transformational leadership can be taught and learned (Bass & Riggio, 2006). Business schools and other educational programs concerned with the quality of leadership in their discipline (e.g., public and health care administration, educational administration/leadership) are using transformational leadership as a model for developing leadership skills in students (Pounder, 2003; as cited in Bass & Riggio, 2006). In addition, the U.S. Air Force Academy has included components of transformational leadership in their classrooms for some time (Curphy, 1990, 1992; as cited in Bass & Riggio, 2006). In short, according to Ayman et al. (2003, as cited in Bass & Riggio, 2006) some transformational leadership development can take place through traditional college, graduate school, ect (e.g., The Full Range Leadership Program provides basic training and advanced training modules via series workshops have been completed by thousands of leaders from different sector - business, government, healthcare, educational administration, and social services).

Transformational leadership development models in school, Pokharel (2014) have synthesized the methods have been developed over the decades to develop transformational principals. The models ranges from developing syllabus and imparting the training to most well devised real action oriented models like, 360-degree feedback, executive coaching, mentoring, networks, action learning, job assignment, and participate coursework's besides the on the job methods.

In short, leadership skills, in general and transformational leadership, in particular can be developed through experience, by seeking out counseling and feedback from others, by participating in training programs (with many kinds of workshops, seminars, courses,...), by joining organizations, through reading, ect.



Program and program development

6.1 Definition of program

There are some definitions of program such as:

A program is “a plan of action aimed at accomplishing a clear business objective, with details on what work is to be done, by whom, when, and what means or resources will be used” (businessdictionary.com).

A program is “a plan which has been developed for a particular purpose”; “a series of steps to be carried out or goals to be accomplished” or “a system of projects or services intended to meet a public need” (thefreedictionary.com).

A program is defined as a sequence of intentional actions and events organized in a manner that they result in valued outcomes for a clearly defined audience (Rennekamp, 1999).

A program is “a plan or schedule of activities, procedures, etc., to be followed; planned, coordinated group of activities, procedures, etc., often for a specific purpose, or a facility offering such a series of activities” (dictionary.reference.com).

Program are the series of integrated workshops, that build upon one another to produce a highly proficient practitioner, instill a significant amount of knowledge for a targeted topic, changing workplace behaviors as they focus on performance improvement. Because workshops within a Systemation program are designed to reinforce and build upon previous learning while integrating real-life applications, they have immediate applicability in the workplace. In addition, completion of a program earns a certificate providing credibility and professionalism for the individual and the organization (systemation.com).

In sum, program are about the continuous training for employees that should be applied through workshops, seminars, training courses and conferences in order to improve and foster their knowledge and abilities by learning from three sources (the instruction, materials and the other participants) to enable them to have effective performance in organization.

6.2 Components of program

Tayntor (2010) presents “Training is critical”. Developing appropriate training and having the correct trainer help ensure that the experience is positive.



Effective training is training that is targeted to customers' needs and comfort zones and delivered by skilled trainers. Training plan overview includes some components such as: Target participants; Training method: (Computer-Based, classroom, online); Trainer (Name of organization providing trainers; if in-house and instructor is known, use name); Course Name or Brief Description of Training; Length (Hours), Prerequisites, Participant materials (List of all materials that trainer will be provided to participants); Other training materials (List of other materials that trainer will require to conduct the class).

Center for Creative Leadership (2014) created the core development program for the Leading Managers audience. This program will strengthen the ability to manage complexity, balance competing priorities and collaborate up, down and across the organization to drive tangible results. Leadership is a five-day program that provides skills (to lead effectively up, down, and across the organization), knowledge (about themselves and their context to improve their ability to get things done) and confidence (to own their role and unlock leadership potential). This program includes objectives of program, contents, participants, tuition, length, class size, instructors, coaching, locations, language, and scale-up option.

PDI Ninth House (2004) created the Successful Manager's Leadership Program with clear components as follows: Background and overview about university; Experience of university in providing expertise in developing a wide range of continuing professional education; Program purpose; Program scope; PROFILOR® 360 feedback tool; Program objectives and contents; Program length; Program design and philosophy; Participants; Instructors; Register. The purpose of this program is to equip managers with the essential insights, knowledge, and skills to directly improve leadership effectiveness. This dynamic program is built on the research and the leadership success factors defined in the *Successful Manager's Handbook*, developed by Personnel Decisions International (PDI) Ninth House. This program is adaptive, research-based, experience-providing comprehensive leadership training that focuses on what it takes to be a successful and effective leader in today's workplace. The results of the program promise to be immediate and significant. Participants will learn the keys to becoming a successful leader.



In summary, training program will consist of ten components in which include rationale, purpose, contents, training methods (activities), learning objectives, resources (training materials), evaluation methods, participants, location, length based on PDI Ninth House (2004) and Tayntor (2010).

6.3 Program development

According to Oracle Corporation (2013), a good leader can make a success of a weak business plan, but a poor leader can destroy even the best plan. So, developing effective leadership by using an appropriate talent management program at all levels across the organization can return significant business value. These functions include: Recruitment (to source leadership talent); Assessments (to evaluate leadership capabilities both internally and externally); Performance management (to monitor and make course corrections in developing leaders); Succession planning (to avoid future leadership gaps); Career planning (to enable employees to understand their leadership options and set development goals); Development (to create a roadmap to fill skills gaps). A successful leadership development program begins with the alignment of leadership development with company strategy and an understanding of the type of leadership style(s) needed to execute that strategy. There are seven steps of effective leadership development programs for current and future leadership needs: Checklist for leadership development; Determine the best leadership style for your organization; Identify current and potential leaders within the company; Identify leadership gaps; Develop succession plans for critical roles; Develop career planning goals for potential leaders; Develop a skills roadmap for future leaders; Develop retention programs for current and future leaders.

Explorance (2013) an effective training program is built by following a systematic, step-by-step process. Training initiatives that stand alone (one-off events) often fail to meet organizational objectives and participant expectations. In today's post, the five necessary steps are outlined to create an effective program as follows:

Step1: Assess Training Needs refers to identifying and assess needs. Employee training needs may already be established in the organization's strategic, human resources or individual development plans. The needs assessment is critical in identifying any gaps between existing training and training that will be required in the future. Conducting a training needs assessment is the first step in creating a targeted



training and development program within organization. Three assessments will be examined to identify the organization's training needs: Organizational assessment; Task assessment; Individual assessment.

Step 2: Set Organizational Training Objectives: The training needs assessments will identify any gaps in your current training initiatives and employee skill sets. These gaps should be analyzed and prioritized and turned into the organization's training objectives. The basic goal is to bridge the gap between current and desired performance through the development of a training program. At the employee level, the training should match the areas of improvement discovered through 360 degree evaluations.

Step 3: Create Training Action Plan refers to creating a comprehensive action plan that includes learning theories, instructional design, content, materials and any other training elements. Resources and training delivery methods should also be detailed. While developing the program, the level of training and participants' learning styles need to also be considered. Many companies pilot their initiatives and gather feedback to make adjustments before launching the program company-wide.

Step 4: Implement Training Initiatives refers to training program comes to life. Organizations need to decide whether training will be delivered in-house or externally coordinated. Program implementation includes the scheduling of training activities and organization of any related resources (facilities, equipment, etc.). The training program is then officially launched, promoted and conducted. During training, participant progress should be monitored to ensure that the program is effective.

Step 5: Evaluate & Revise Training means the training program should be continually monitored. At the end, the entire program should be evaluated to determine if it was successful and met training objectives. Feedback should be obtained from all stakeholders to determine program and instructor effectiveness and also knowledge or skill acquisition. Analyzing this feedback will allow the organization to identify any weaknesses in the program. The training program or action plan can be revised if objectives or expectations are not being met.

Boyle (1985) in his review of program development models observed one striking similarity. He noted that most models were similar in that they divided the program development process into three phases, as follows:



Phase 1: Program planning

The planning phase (which the author contends can more accurately be described as the program determination phase) usually includes some mechanism for linking the educational institution to the clients it intends to serve, an assessment of needs, and a process for assigning priority to the needs. This phase focuses on determining what needs to be done.

Phase 2: Design and implementation

The design and implementation phase begins after a commitment is made to embark upon a particular programming thrust. Design and implementation usually involves the identification of desired outcomes, selecting appropriate learning experiences and activities, mobilizing and deploying resources, and conducting the experiences and activities that are planned.

Phase 3: Evaluation and accountability

Although the evaluation and accountability phase is often depicted as the third and final phase of program development, elements of program evaluation and accountability are intertwined throughout all other phases of the program development process.

Nadler and Nadler (1940) there are nine overarching considerations for program design: identify organizational needs, specify job performance, identify learner needs, determine objectives, build the curriculum, select instructional strategies, obtain instructional resources, conduct training, and evaluation feedback.

APCEIU and UNESCO Bangkok (2006) guided that a pre-training workshop can, in general, look at the following concerns that are critical to the planning, preparation and implementation of a successful training program.

Part I: Training Program Design and Development: Pedagogy, introducing concepts and themes (in this case EIU and ESD and integrating principles of EIU and ESD) in training; program design; balancing training program content and integration of pedagogy and methodology; selection of the training modules and development of the modules.

Part II: Process – Implementation of Training Process: Pre-training planning; identification and selection of participants; Inventories; documentation and resources; conducting and implementing the training program.



Part III: Pedagogy and Learning Process and Documentation: Training program methodology, pedagogy, group learning; communication; evaluation.

Conclusion, training is needed and should be proactive in preparing the preferred training solutions. Before design a transformational leadership development program, the researcher need to consider what the participants will find beneficial and what the program wants to accomplish. The needs assessment will identify program objectives, the strategies and design a curriculum that addresses participants' needs will help ensure members are enthusiastic about the program.

Related research

7.1 Local research

Dao and Han (2013) was investigated empirically the impact of transformational leadership on organizational outcomes, and the mediating role of trust in the leader in the relationship between transformational leadership and organizational outcomes in Vietnamese employees. The results showed that, first, transformational leadership had a significant relationship with organizational citizenship behavior, organizational commitment, and job satisfaction. Second, there was a positive relationship between transformational leadership and trust in the leader. Third, trust in the leader was positively and significantly related to organizational citizenship behavior, affective organizational commitment, and job satisfaction. Fourth, a moderating role of trust in the leader was identified in the relationship between transformational leadership and organizational outcomes.

Le (2013) studied “Transformational leadership style: Trust and organizational commitment in Vietnamese context”. The main purpose of study was to examine how transformational leadership and trust have influence on employees' organizational commitment in Vietnamese context. Survey data was collected from a sample of 321 employees from diverse occupation and organizations in Ho Chi Minh City, Vietnam. The results showed that statistically significant relationships were found between components of transformational leadership and components of organizational commitment. The present study also confirmed that employee's trust in managers has a significant and positive on organizational commitment.



7.2 Foreign research

A dissertation of Peng Liu (2013) studied about “Motivating Teachers’ Commitment to Change by Transformational School Leadership in Urban Upper Secondary Schools of Shenyang City, China”. This research aimed: (1) to explore the transformational leadership model in Chinese school context; (2) to investigate the effects of organizational and teachers’ factors on teachers’ perception of transformational school leadership; and (3) to examine the effects of transformational school leadership on teachers’ commitment to change. The results showed that transformational school leadership was proven to be effective in the Chinese school context. Changing and coordinating organizational conditions such as culture, strategy, structure, and environment would contribute to the formation of teachers’ perception of transformational school leadership. Applying and combining different transformational school leadership practices would effectively motivate teachers to be part of the school change process.

Cemaloglu, Sezgin and Kiliç (2012) completed a study in which they examined the relationships between school principals’ transformational and transactional leadership styles and teachers’ organizational commitment. A total of 237 primary school teachers employed in Ankara participated in the study. The “Multi-Factor Leadership Questionnaire” developed by Bass and Avolio (1995) and “Organizational Commitment Questionnaire” developed by Allen and Meyer (1990) were used to gather data. The results indicated that school principals were more likely to perform transformational leadership style than transactional leadership styles. Teachers’ commitment scores were the highest in continuance commitment. There were significant relationships between transformational and transactional leadership styles of principals and organizational commitment of teachers. Results also showed that motivation by inspiration and individualized consideration predicted affective commitment significantly. While contingent reward dimension of leadership styles was the only significant predictor of teacher continuance commitment, management by exceptions (passive) and laissez-faire significantly predicted normative commitment.

Trepenier, Fernet, and Austin (2012) conducted a study that analyzed the relationship between a principal’s perceptions of their workplace relationships and their transformational leadership characteristics. The results showed that principals who



considered their relationships at work to be meaningful had the tendency to view themselves as inspirational leaders with the ability to communicate a sense of mission to others. In addition, the authors discovered that principals who feel a strong sense of self-efficacy were more likely to display the transformational leadership characteristics.

Tajasom and Ahmad (2011) studied the principals' leadership style and school climate: teachers' perspectives from Malaysia. The purpose of this paper is to investigate the relationship between secondary school teachers' perception of principal leadership style and school climate. The research instrument was the Multifactor Leadership Questionnaire. It was used to assess the transformational and transactional leadership styles of principals. Climate data were obtained using the School Level Environment Questionnaire. The theoretical framework of this study is derived from Theory of Leadership Style. The researcher surveyed 141 teachers from 17 urban secondary schools in northern Malaysia. It was found that transformational leadership has an effect on four aspects of school climate while transactional leadership only effect participatory decision making. Whereas school climate impacts student achievement and is an important element of effective schools, it was not the focus of this study. It is recommended to use a larger sample using teachers and administrators from multiple school districts to see if similar findings would occur. Educational leaders must realize the impact of principal leadership behavior on teachers and students in their journey to improvement and create a school climate that is conducive for students to achieve at expected levels. There is currently increased pressure at national, state, and local levels for all students to perform at superior standards. Both teachers and school principals are under increasing demands to improve their school's climate. This study offers school boards and superintendents some insight into how the principal's leadership style may enhance the school climate.

Onge (2009) studied Technical High School Principals' Perceptions of Their Use of Transformational Leadership Behaviors. The purpose of this paper is to investigate leadership practices of technical high school principals and to determine if any of these practices were consistent with Leithwood's conceptual model of transformational leadership, which is exemplified by behaviors related to setting directions, developing people, and redesigning the organization. In that transformational leadership has been correlated to increased student performance on high stakes tests, this study contributed to



current research regarding secondary principal leaders and the conditions that need to persist in today's high schools. This mixed-methods study examined twelve secondary principals representing technical high schools throughout a Northeastern State with school populations ranging from 400 to 850 students. The participants responded to a 42-item, web-based survey in which they provided self ratings on leadership practices aligned with transformational leadership. Following the surveys, the twelve principals participated in one-hour interviews which provided additional information and descriptions related to the eight categories corresponding to the three areas of transformational leadership. The conclusions of study were consistent in that the majority of principals reported ratings that supported transformational leadership behaviors in the areas of building a vision, setting goals, setting high expectations, providing individualized support, providing intellectual stimulation, modeling best practices and values, creating productive school culture, and fostering participation in decision-making. However, follow-up interviews revealed that some principals less frequently described explicit actions related to transformational behaviors, in particular in the area of redesigning the organization. Other leadership activities supported in contemporary research and reform policy including the use of data and parent and community involvement were also under-represented by the principals.

Finnigan and Stewart (2009) studied about "Leading change under pressure: An examination of principal leadership in low-performing schools". The data include 331 interviews with teachers, administrators, external partners, and others over a 2-year period in 10 elementary schools in Chicago. Using transformational leadership as a lens, they found that transformational leadership behaviors were most frequently evident in high performing schools, lending credence to the belief that transformational leadership is the most effective form of leadership. This is one example that documents that transformational leadership is an important component in the establishment of successful schools and a topic worthy of further study.

Nguni, Slegers and Denessen (2006) completed a study in which they examined the effects of transformational and transactional leadership behaviors on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior. In their study, the researchers surveyed 560 primary school teachers in 70 schools in Tanzania. Through path analysis, these researchers found that transformational leadership behaviors had strong to moderate positive effects on each of



the three variables. Additionally, Nguni and his colleagues examined the effects of individual behavioral constructs of transformational leadership upon organizational commitment, job satisfaction, and organizational citizenship behavior. Results showed varying degrees of influence. Charismatic leadership had the greatest effect and accounted for the largest proportion of variation on the three variables, whereas, individualized consideration had a very weak and insignificant effect. Intellectual stimulation had a weak influence on job satisfaction, but active management had a moderate positive influence on commitment to stay.

Taneiji (2006) studied Transformational Leadership and Teacher Learning in Model Schools. The purpose of this paper is to investigate the existence of transformational leadership characteristics of United Arab Emirates model school principals as perceived by the teachers, the relationship between teacher learning opportunities and transformational leadership style in model school principals, the characteristics of leadership style that are more related to teacher learning opportunities, and gender differences in the leadership style of model school principals. The results of study revealed that principals who possess transformational leadership characteristics tend to provide their teachers with more learning opportunities. A significant relationship between transformational leadership characteristics and collegial enquiry and mentoring was found. Female principals clearly exhibit transformational leadership style. Implications of results findings were presented and discussed.

Amoroso (2002) investigated the relationship between principals' transformational leadership behaviors, teacher commitment, and teacher job satisfaction. The transformational leadership behaviors were found to have a significant impact on teacher commitment and teacher job satisfaction. An unexpected finding of the research was a negative relationship between the number of years a teacher had taught in the same school and their level of both commitment and job satisfaction.

Cheng (1997) studied about "The transformational leadership for school effectiveness and development in the new century" concluded that school principals are facing numerous challenges in school management in a changing educational environment. The traditional transactional leadership based on the exchange theory is clearly not sufficient to lead our schools to pursue school effectiveness and educational quality particularly in the coming new century. Transformational leadership can



contribute to initiating and developing the mechanism of strategic management in school and maximizing opportunities for school learning and developing in a changing educational environment. Specifically, principals' transformational leadership can: transform the existing physical, psychological and ideological constraints; build up new school vision, mission and goals in a challenging and uncertain environment; help their schools to develop continuously in the structural, human, political, cultural, and educational aspects and pursue multiple school functions at different levels; support individual staff and groups to develop continuously and perform excellently; facilitate students to develop and learn more effectively in the new century; and as a long term result, transform the world for the better future. The author also suggested that the process of shifting from transactional leadership to transformational leadership is itself a transformational process in which school principals transform themselves and become excellent transformational school leaders.

In conclusion, after the researcher review the related literature, transformational leadership of primary school principals will be based on the studied of Burns (1978); Bass (1985); Avolio, Waldman, & Yammarino (1991); Popper, Mayseless, & Castelnovo (2000); Bass & Avolio (2004); Northouse (2010); Warrilow (2012) with four components namely: (1) Idealized influence, (2) Inspirational motivation, (3) Individual consideration, and (4) Intellectual stimulation. The primary school principal could be practice these components of transformational leadership to search for influence, motivation, stimulation and attention in teachers in order to achieve common school's goal.

Idealized Influence refers to school principal's transformational leadership whose behaviors builds trust and respect, inspire the staffs to emulate, and the staffs admired and believe in their leaders. School principals are confident in themselves, and specify the change. They have vision, ability to change and solve the complex problems and raise the staffs' high level standard of work performance.

- (1) Display a sense of power and confidence.
- (2) Be a role model who generates admiration, respect, and trust.
- (3) Demonstrate persistence, determination and a willingness to take risks.
- (4) Talk about the most important values and beliefs.



(5) Specify the importance of having a strong sense of purpose.
 (6) Consider the moral and ethical consequences of decisions.
 (7) Emphasize the importance of having a collective sense of school mission.

- (8) Act in ways that builds respect and trust.
- (9) Demonstrate the strong idealism and value for teachers.
- (10) Show the ability to create vision to solve the problems.
- (11) Influence teachers to think about common goal.
- (12) Share the risk with teachers for reaching goal.
- (13) Go beyond self-interest for the good of the school.

Inspirational motivation refers school principal's transformational leadership whose behaviors focused on sharing vision, motivating the staffs to reach the goal and communicate the expectation. This inspires the staffs to think about the common goal and not think of their own self-interest, devote themselves to the group or teamwork for showing the importance to develop the group and society. The school principals provide high value in work performance to the staffs.

- (1) Talk positively about the future goals of school.
- (2) Show enthusiasm about what needs to be done.
- (3) Explain clearly about future school goals.
- (4) Discuss confidently about achieving goals.
- (5) Explain in specific details who is responsible for performance goals at school.

- (6) Motivate teachers not to think of own self- interest.
- (7) Motivate teachers to devote themselves for school development.
- (8) Inspire teachers the high value performance at work.
- (9) Express satisfaction and excitement when staff members meet expectations and/or goals.

Individualized consideration refers school principal's transformational leadership whose behaviors pay particular attention to each individual need for achievement and growth. School principals determine the need and strength of staffs and develop to successfully high level of potential and take the responsibility for their own development.



- (1) Treat teachers as individuals rather than just as a member of the school.
- (2) Help teachers to develop their strengths.
- (3) Help teachers talk about their feelings.
- (4) Spend time coaching and mentoring teachers, especially, young teachers.
- (5) Create a supportive climate in school.
- (6) Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them.
- (7) Encourage two-way communication, listens carefully to team member's ideas and suggestions.
- (8) Influence constituents through mentoring and inspiration, rather than ordering or directing them.
- (9) Show appreciation when a teacher takes initiatives to improve the education.

Intellectual Stimulation refers school principal's transformational leadership whose behaviors promoting high level of intelligence, careful problem solving, and stimulating the staffs to be proactive, innovative, and creative to explore the new method or way in order to solve the problem. The school principals try to provoke the staffs to understand and collaborate to work for accomplishing the goals.

- (1) Encourage teachers to experiment with new didactic strategies.
- (2) Involve teachers in a constant discussion about their own professional personal goals.
- (3) Encourage teachers to try new strategies that match their personal interests.
- (4) Help teachers to reflect on new experiences.
- (5) Motivate teachers to look for and discuss new information and ideas that are relevant to the school's development.
- (6) Stimulate teachers to constantly think about how to improve the school.
- (7) Offer enough possibilities for teacher professional development.
- (8) Help teachers talk about and explain their personal views on education.



- (9) Get others to look at problems from many different.
- (10) Seek differing perspectives when solving problems.
- (11) Do not publicly criticize individuals' mistakes.

Transformational leadership of primary school principal can be developed through experience, by seeking out counseling and feedback from others, by participating in training programs (with many kinds of workshops, seminars, courses,...), by joining organizations, through reading, ect.



CHAPTER III

RESEARCH METHODOLOGY

This chapter gave an outline of the study design and procedure involving “Developing a program to enhance transformational leadership of primary school principals in TTH province, Vietnam. The Research and Development method was designed for investigating the objectives of this research. Research procedure was divided into three phases as shown in Figure 3:

Phase 1: To investigation the components and indicators of primary school principals’ transformational leadership (TL).

Phase 2: To explore the existing situation, desired situation, and strategies to enhance transformational leadership of primary school principals in TTH province, Vietnam.

Phase 3: To develop the appropriate program to enhance primary school principals’ transformational leadership in TTH province, Vietnam.



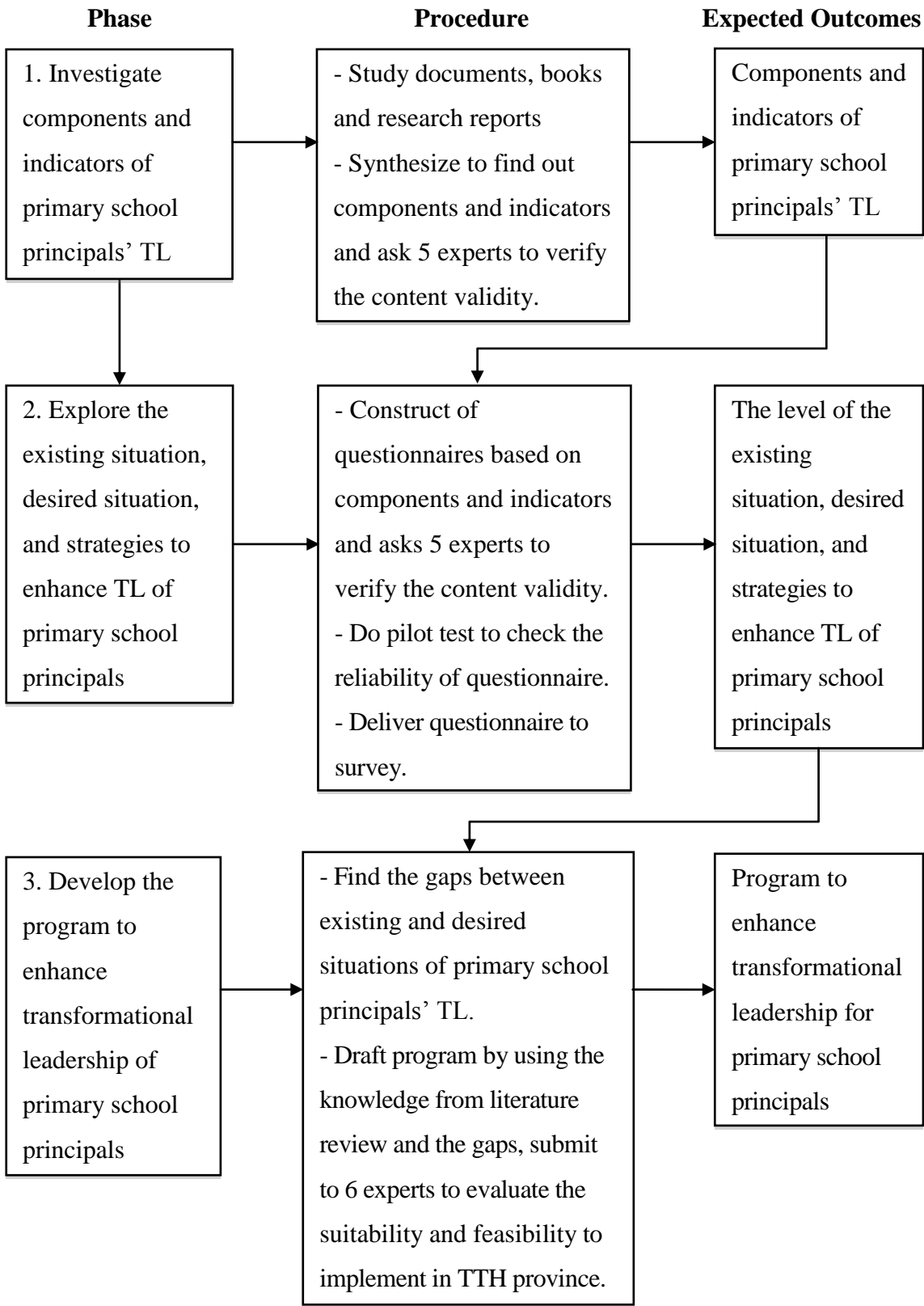


Figure 3: Procedure of developing program to enhance transformational leadership of primary school principals in TTH, Vietnam.

Phase 1: To investigation the components and indicators of primary school principals' transformational leadership.

1. Procedure

Evaluating the suitability of the components and indicators of primary school principals' transformational leadership which were important evidence used to design questionnaires in order to survey. Firstly, the researcher reviewed literature and synthesized to find out the components and indicators of primary school principals' transformational leadership. Then, the evaluation form included those contents were sent and verified by five experts to check the suitability of components and indicators through Index of Consistency (IC).

2. Informants

There were five experts, who had experiences in educational management field and lecturers in Faculty of Education, Mahasarakham University, Thailand and Hue University's College of Education, Vietnam. The experts' criteria such as: Have professional knowledge and experiences in the field of educational management, educational research, have doctoral degree at least, and have experience in teaching in primary education major and educational administration major. The experts' names and qualification:

1. Asst. Prof. Dr. Amnaj Chanawongse, Faculty of Education, Mahasarakham University, Thailand.

2. Dr. Van Thi Thanh Nhung, Deputy Head of the Institute for Educational Research, Hue University's College of Education, Vietnam.

3. Dr. Nguyen Hoai Anh, Deputy Head of Department of Primary Education, Hue University's College of Education, Vietnam.

4. Dr. Thai Quang Trung, Head of the Office for Assessment and Quality Assurance in Higher Education, Hue University's College of Education, Vietnam.

5. Dr. Le Ho Son, Deputy Head of the Office for Graduate Training, Hue University's College of Education, Vietnam.



3. Research Instrument

3.1 Type of Research Instrument

The evaluation form included the contents of the components and indicators of primary school principals' transformational leadership were sent to five experts to verify the content suitability through Index of Consistency.

3.2 Instrument Construction

The research instrument was constructed in detail as follows: The contents of four components and forty-two indicators of primary school principals' transformational leadership were synthesized based on the literature review and previous empirical studies related to primary school principals' transformational leadership. Then, the researcher put the contents included four components and forty-two into evaluation form and sent to five experts to verify through Index of Consistency and perfected it before using them in order to design questionnaires.

4. Data Collection

The contents of four components and forty-two indicators of primary school principals' transformational leadership were sent to five experts by using the hard copy and also face-to-face to discuss to verify and check the content suitability through Index of Consistency, then adjusted them relevantly in order to design questionnaire form.

In order to collect the data for the research, the following steps were conducted including: firstly, an approval letter from Faculty of Education, Maharakham University, Thailand was used to introduce the researcher to the experts before providing the evaluation form and made them confident in cooperation to deliver the accurate information. The approval letter was attached with the evaluation form and sent to the experts who work in Faculty of Education, Maharakham University, Thailand and Hue University's College of Education, Vietnam. Then, the researcher followed up and gathered the responded evaluation form back from the experts. Finally, the data were collected and analyzed in order to get the output of data.

5. Data Manipulation and Analysis

The contents of four components and forty-two indicators of primary school principals' transformational leadership were proposed to five experts to check the content suitability through Index of Consistency. The IC was considered as follows:



- +1 refers to experts agree with the contents of four components and forty-two indicators of primary school principals' transformational leadership.
- 0 refers to the contents of four components and forty-two indicators of primary school principals' transformational leadership are not sure with primary school principals' transformational leadership.
- 1 refers to experts disagree with the contents of four components and forty-two indicators of primary school principals' transformational leadership.

The value of IC can be calculated from the following equation:

$$IC = \frac{\sum R}{N}$$

Where $\sum R$ = Sum of scores checked by five experts
 N = Number of experts

The accuracy of the content validity is valid if the values of IC that greater than or equal 0.5, and if the values of $IC < 0.5$, the item was not suitable and deleted in the construction of questionnaire. And the overall IC' score in investigating four components was 1 and each component of IC' score was also 1, therefore, the suitability of four components of primary school principals' transformational leadership was reliable. For the indicators, each indicator of primary school principals' transformational leadership got IC' score was from 0.4 to 1. Among these, there were three indicators got IC' score was 0.4; it means that these indicators were not suitable and the researcher was deleted in the construction of questionnaire. Finally, there were four components and thirty-nine indicators of transformational leadership of primary school principals which were considered in order to conducting questionnaire including: Idealized influence (11 indicators), Inspirational motivation (9 indicators), Individualized consideration (9 indicators), and Intellectual stimulation (10 indicators).

Phase 2: To explore the existing situation, desired situation, and strategies to enhance transformational leadership of primary school principals in TTH province, Vietnam.

1. Procedure

The researcher constructed the draft of survey questionnaire based on four components and thirty-nine indicators that found out from phase 1 in order to



exploring existing situation and desired situation of primary school principals’ transformational leadership. The evaluation form included questionnaire’s contents were sent and verify by five experts to check the suitability of questionnaire. The pilot test was implemented to check the reliability of questionnaire before delivering questionnaire to respondents to collect data. Finally, the existing situation and desired situation of primary school principals’ transformational leadership were found out.

2. Population and sample

The population in this research consisted of 219 school principals and 219 teachers who have at least 5 years’ working experiences of 219 primary schools in TTH province in academic year 2014-2015. The total of sample was 280 consisted of 140 school principals and 140 teachers in the same primary schools in TTH province. The number of samples gained by comparing total population to Krejcie and Morgan’s table (Krejcie and Morgan, 1970) and sampling by using Stratified Random Sampling technique.

Table 4 Population and sample of the research

| Population aspect | Population size | Sample size |
|---------------------|-----------------|-------------|
| Total of principals | 219 | 140 |
| Total of teachers | 219 | 140 |
| Total | 438 | 280 |

(Source: Thua Thien Hue Province Department of Education and Training)

3. Research Instrument

3.1 Type of Research Instrument

The questionnaires were designed into three parts to explore the existing situation and desired situation of primary school principals’ transformational leadership as follows:

Part 1: Checklist of demographic information of respondents covering Gender, Age, and Work experiences.

Part 2: Five rating scales of questionnaires focused on the existing situation and desired situation of primary school principals' transformational leadership in TTH province based on four components and thirty-nine indicator gained from phase 1 included: Idealized influence (11 indicators), Inspirational motivation (9 indicators), Individualized consideration (9 indicators), and Intellectual stimulation (10 indicators).

Part 3: The questions focused on asking the respondents' suggestions about the strategies in order to develop program to enhance primary school principals' transformational leadership.

3.2 Instrument construction

The research instrument was constructed in detail as follows:

3.2. 1 The questionnaire form was designed and formed based on four components and thirty-nine indicators of transformational leadership of primary school principals that are checked under the suggestion of adviser and verified the content suitability by five experts. The components of transformational leadership of primary school principals sets consisted of Idealized influence (11 indicators), Inspirational motivation (9 indicators), Individualized consideration (9 indicators), and Intellectual stimulation (10 indicators).

3.2.2 The first draft of questionnaire was proposed to the adviser to edit and correct in order to get the accurate questionnaires.

3.2.3 The second draft of questionnaire was proposed to five experts in order to verify and check the suitability, find the content suitability through Index of Item-Objective Congruence (IOC) in order to improve the relevant of the questionnaire items with the term definitions defined in the chapter I. The accuracy of the content suitability of questionnaire was valid if the values of IOC criteria that greater than or equal 0.5 (≥ 0.5). Then, the questionnaire was revised based on the experts' suggestions and recommendations, and was returned to the adviser to adjust it before trying it out. The IOC was considered as follows:

- +1 refers to experts are agree that the question responds to the content
- 0 refers to experts are not sure that the question responds to the content



- 1 refers to experts are disagree that the question does not respond to the content

The experts' criteria such as: Have professional knowledge and experiences in the field of educational management, educational research in Hue University' College of Education, and have experience in primary school management in Thua Thien Hue province, Vietnam. The experts' names and qualification:

1. Dr. Le Ho Son, Deputy Head of the Office for Graduate Training, Hue University's College of Education, Vietnam.
2. Dr. Ton That Dung, Head of the Office for Undergraduate Training, Hue University's College of Education, Vietnam.
3. Mr. Phan Huu Tung, Principal of Thuy Phu 1 Primary School, Thua Thien Hue province, Vietnam.
4. Mrs. Hoang Thi Kim Anh, Principal of An Dong 1 Primary School, Thua Thien Hue province, Vietnam.
5. Mr. Huynh Hoa, Principal of Phu Hoa Primary School, Thua Thien Hue province, Vietnam.

The IOC's score of questionnaire on part II focusing on four components of transformational leadership of primary school principals in TTH province was 1 and IOC' score of each item of questionnaire was also 1 (see Appendix A). In conclusion, the questionnaire was very acceptable and appropriate for delivering to do pilot test. The questionnaire was comprised into three parts such as Part I is about respondents' profiles. Part II is about the existing situation and desired situation of transformational leadership of primary school principals in TTH province and Part III is about the respondents' suggestions about strategies in order to develop program to enhance transformational leadership of primary school principals.

3.2.4 The pilot testing was used to assess the reliability of the questionnaire with 30 non-representative samples included 15 school principals and 15 teachers who had at least 5 years' working experiences of 15 primary schools in TTH province. The four components of transformational leadership of primary school principals comprised of four sections following with 39 items; including Idealized influence (11 items), Inspirational motivation (9 items), Individualized consideration (9 items), and Intellectual stimulation (10 items). The questionnaires were measured



by using a five - point rating scales to rate the level of existing situation of primary school principals’ transformational leadership included: 5= “very high”; 4= “high”; 3= “medium”; 2= “low” and 1= “very low”, and the level of desired situation of primary school principals’ transformational leadership were assessed through the responses coded into five level included: 5 = “very desirable”; 4= “desirable”; 3= “neutral”; 2= “undesirable”; and 1= “very undesirable”. Cronbach’s alpha was calculated to find out the reliability in four components of transformational leadership of primary school principals area were shown in Table 5. The overall value of alpha for the existing situation was 0.96 and desired situation was 0.90. Finally, the questionnaire was accepted and delivered to respondents in which contains 39 items.

Table 5 Cronbach’s Alpha for the Existing and Desired situations of Primary School Principals’ Transformational Leadership

| Items | Transformational leadership | N = 30 | |
|-------|------------------------------|-----------------------------|----------------------------|
| | | Existing situation α | Desired situation α |
| 1 | Idealized influence | .88 | .76 |
| 2 | Inspirational motivation | .85 | .70 |
| 3 | Individualized consideration | .91 | .68 |
| 4 | Intellectual stimulation | .86 | .74 |
| Total | | .96 | .90 |

3.2.5 Finally, the questionnaires were adjusted relevantly and delivered to 280 participants in order to collect data.

4. Data Collection

Collecting data by questionnaire form: The official questionnaire form was directly sent to 280 the participants (by using the hard copy). In order to collect the data for the research, the following steps were conducted including: firstly, an approval letter from Faculty of Education, Mahasarakham University, Thailand was used to introduce the researcher to the institutions and individuals related before providing the research instruments to the respondents and experts and make them confident in cooperation to deliver the accurate information in the questionnaire. The approval letter

was attached with the research instruments consisting of evaluation form, questionnaire form, and sent to the respondents and experts. Then, the researcher followed up and gathered 280 hard copies of the questionnaire were responding from participants return back. It means that the 100% of the questionnaires were received from those respondents. Finally, the data were collected and input to the computer software package in order to get the output of data and will be analyzed.

5. Data Manipulation and Analysis

In this phase of research, the analysis of collecting data will be implemented by using the statistics computer software package. Questionnaire form with three parts were using to rate the existing situation and desired situation of primary school principals' transformational leadership in TTH province.

Part 1: The questionnaires on demographics of respondents (Checklist). The descriptive statistics consist of Frequency (f) and Percentage (%) were use to analyze the demographic of respondents including Gender, Age, Work experiences.

Part 2: The close-ended questionnaires were used to measure the existing situation and desired situation of primary school principals' transformational leadership. The descriptive statistic and a five - point rating scales questionnaires were used to rate the level of the existing situation and desired situation of primary school principals' transformational leadership. To assess the existing transformational leadership level of primary school principals, respondents were asked to respond on a five - point rating scales from 5 (very high), 4 (high), 3 (medium), 2 (low) to 1 (very low). Then, the desired transformational leadership level of primary school principals were assessed through the responses into five level from 5 (very desirable), 4 (desirable), 3 (neutral), 2 (undesirable) to 1 (very undesirable).

Mean (\bar{X}) and Standard Deviation (S.D) were employed to analyze the level of the existing situation and desired situation of primary school principals' transformational leadership in TTH province. To interpreter Mean score on which the respondents ticked about the existing situation and desired situation of transformational leadership, the researcher interpreted based on the mean score which was proposed by Best (1970). Mean Score were interpreted as follows:



| | |
|-------------|--|
| 4.50 - 5.00 | refers to the level of existing situation and desired situation of primary school principals' transformational leadership are <i>very high</i> . |
| 3.50 - 4.49 | refers to the level of existing situation and desired situation of primary school principals' transformational leadership are <i>high</i> . |
| 2.50 - 3.49 | refers to the level of existing situation and desired situation of primary school principals' transformational leadership are <i>medium</i> . |
| 1.50 - 2.49 | refers to the level of existing situation and desired situation of primary school principals' transformational leadership are <i>low</i> . |
| 1.00 - 1.49 | refers to the level of existing situation and desired situation of primary school principals' transformational leadership are <i>very low</i> . |

Part 3: The questions were used to ask about the strategies and suggestions from respondents to develop program to enhance transformational leadership of primary school principals. Descriptive statistic included frequency and percentage were used to analyze data from the respondents' recommendations to get the common ideas.

Phase 3: To develop the appropriate program to enhance primary school principals' transformational leadership in TTH province, Vietnam

1. Procedure

In order to assess the primary school principals' transformational leadership gaps, the researcher were used the calculation Mean of Desired situation level minus Mean of Existing situation level divided by Mean of Existing situation level. In addition, the needs for transformational leadership development of the primary school principals were analyzed by modified Priority Needs Index (PNI_{modified}) (Wongwanich, 2005). PNI_{modified} were calculated by the following formula:

$$\text{PNI}_{\text{modified}} = (I - D)/D$$

Where I: Importance or desired performance

D: Degree of success or existing performance



The modified PNI analysis can reflect the needs of transformational leadership of primary school principal to be developed. A high index represents high need, which is supposed to be more developed rather than a lower index. The transformational leadership element showing a high value of modified PNI would result in the higher priority of that transformational leadership element to be further developed. The modified PNI value was normally in the range of 0.00 - 1.00 to facilitate an interpretation. The transformational leadership that had modified PNI value of 0.30 or higher was considered critical and would be required to be improved urgently. In case of the modified PNI values lower than 0.30, the extent of the efforts to improve themselves becomes less.

Finally, the researcher designed draft of program including four workshops based on the research results gained from phase 2, the needs of transformational leadership development of primary school principals and reviewed various sources of documents lead to drafting program to enhance transformational leadership of primary school principals. The evaluation form and draft of program were sent to six experts to evaluate the suitability and feasibility of the program to implement in primary schools in TTH province, Vietnam.

2. Informants

The key informants were six experts, who had knowledge and experiences in educational research field, in teaching in primary education major in Hue University's College of Education and had experiences in primary schools leadership in TTH province, were invited to evaluate the suitability and feasibility of the program and give some comments to develop the appropriate program to enhance transformational leadership of primary school principals. The experts' criteria were as follows: Have professional knowledge and experiences in the field of educational management, educational research, and have experiences in teaching in primary education major and in primary schools leadership. The experts' names and qualification:

1. Asst. Prof. Dr. Nguyen Thi Kim Thoa, Head of Department of Primary Education, Hue University's College of Education, Vietnam.

2. Dr. Nguyen Thanh Hung, Department of Educational Psychology, Hue University's College of Education, Vietnam.



3. Mr. Huynh Hoa, Principal of Phu Hoa Primary School, Thua Thien Hue province, Vietnam.

4. Mrs. Nguyen Thi Son Thuy, Principal of Thuy Duong Primary School, Thua Thien Hue province, Vietnam.

5. Mr. Vo Trong Hai, Principal of Ngu Binh Primary School, Thua Thien Hue province, Vietnam.

6. Mrs. Nguyen Thi Nhung, Principal of Quang Trung Primary School, Thua Thien Hue province, Vietnam.

3. Research Instrument

3.1 Type of Research Instrument

The evaluation form was designed and used to ask six experts in order to collect the primary data. The evaluation form was divided into two parts as follows:

Part 1: Five rating scales of questionnaires focus on the suitability and feasibility of the program in order to implement to enhance transformational leadership of primary school principals.

Part 2: Open-ended questions focused on asking six experts' comments to develop program completely to enhance transformational leadership of primary school principals.

3.2 Instrument Construction

The research instrument were constructed in detail as follows:

3.2.1 The evaluation form was used to ask six experts which was developed based on the findings of existing situation and desired situation of primary school principals' transformational leadership and transformational leadership development demands of primary school principals in TTH province and the literature review of program.

3.2.2 After completing research in step 1, the evaluation form was designed based on the components of program to enhance transformational leadership of primary school principals in TTH province under the suggestion of adviser.

3.2.3 The draft of evaluation form was proposed to the adviser to edit and correct in order to get accuracy.

3.2.4 Finally, the evaluation form was proposing to six experts in order to collect data.



4. Data Collection

Collecting data by evaluation form: The contents of evaluation form were sent to six experts (by face-to-face method) to collect data. The researcher got the experts' responses about the suitability and feasibility of the program and some suggestions to improve the program more complete to apply in primary schools in TTH province.

In order to collect the data for the research, the following steps were conducted including: firstly, an approval letter from Faculty of Education, Maharakham University, Thailand was used to introduce the researcher to the experts before providing the evaluation form and draft of program to make them confident in cooperation to deliver the accurate information. Then, the researcher followed up and gathered 6 hard copies of the evaluation form were responding from six experts return back. Finally, the data were collected and input to the computer software package in order to get the output of data and will be analyzed.

5. Data Manipulation and Analysis

In this phase of research, the analyses of collecting data were implemented by using the statistics computer software package. The evaluation form with two parts was used to ask experts to evaluate the program.

Part 1: The evaluation form was used to measure the suitability and feasibility of application the program in order to enhance transformational leadership of primary school principals in TTH province. The five - point rating scales were used to rate the level of suitability and feasibility of the program to implement in TTH province. To assess the level of suitability of the program, respondents were asked to respond on a five – rating scales from 5 (very suitable); 4 (suitable); 3 (undecided); 2 (unsuitable) to 1 (very unsuitable), and the level of feasibility of application the program were assessed through the responses coded into five – rating scales included: 5 (very feasible); 4 (feasible); 3 (undecided); 2 (infeasible) to 1 (very infeasible).

The Descriptive statistics were used for analyzing experts' evaluations to find out the level of the suitability and feasibility of application the program to enhance transformational leadership in primary schools in TTH province. Mean (\bar{X}) and Standard Deviation (S.D) were employed to analyze the level of suitability and feasibility of application the program.



To interpreter Mean score on which the experts ticked suitability and feasibility of application the program, the researcher interpreted based on the mean score which was proposed by Best (1970). Mean Score were interpreting as follows:

- | | |
|-------------|--|
| 4.50 - 5.00 | refers to the level of suitability and feasibility of application the program in primary schools in TTH province is <i>very high</i> . |
| 3.50 - 4.49 | refers to the level of suitability and feasibility of application the program in primary schools in TTH province is <i>high</i> . |
| 2.50 - 3.49 | refers to the level of suitability and feasibility of application the program in primary schools in TTH province is <i>medium</i> . |
| 1.50 - 2.49 | refers to the level of suitability and feasibility of application the program in primary schools in TTH province is <i>low</i> . |
| 1.00 - 1.49 | refers to the level of suitability and feasibility of application the program in primary schools in TTH province is <i>very low</i> . |

Part 2: The content analysis was used for analyzing qualitative data from some suggestions of experts about components of program in specific and in general to develop completely the program. This analysis was used descriptive statistic to quote some comments of experts to develop the effective program to enhance primary school principals' transformational leadership.



CHAPTER IV

RESEARCH RESULTS

The results of transformational leadership development needs of primary school principals in TTH province, Vietnam based on statistical analysis of data obtained from the survey questionnaire. These obtained findings showed the level of the existing situation and desired situation of transformational leadership of primary school principals and transformational leadership development needs of primary school principals in TTH. From there, the researcher developed appropriate program to enhance transformational leadership of primary school principals based on their needs. The researcher presented the procedure of data analysis as follows:

1. The symbol presenting for data analysis
2. Stages of data analysis
3. Results of data analysis

The symbol presenting for data analysis

The symbols for data analysis related to the descriptive statistics are presented as following:

- n : Numbers of sample
- \bar{X} : Mean
- F : Frequency
- % : Percentage
- S.D : Standard Deviation
- I : Importance or desired performance
- D : Degree of success or existing performance
- PNI : Priority Needs Index



The Phases of data analysis

Following by the three research objectives of this research, there are three phases as follows:

Phase 1: To investigate the components and indicators of primary school principals’ transformational leadership.

Phase 2: To explore the existing situation, desired situation, and strategies to enhance transformational leadership of primary school principals in TTH province, Vietnam.

Phase 3: To develop the appropriate program to enhance primary school principals’ transformational leadership in TTH province, Vietnam.

Results of data analysis

Phase 1: The result of investigating the components and indicators of transformational leadership of primary school principals.

The evaluation form including the components, indicators of primary school principals’ transformational leadership were checked by five experts from Faculty of Education, Mahasarakham University, Thailand and Hue University’s College of Education, Vietnam. The results of IC as follows:

Table 6 The IC’s score and suitability level of four components of transformational leadership of primary school principals

| Items | The Components of Transformational leadership | IC’s score | Suitability Level |
|-------|---|------------|-------------------|
| 1 | Idealized influence | 1 | Suitable |
| 2 | Inspirational motivation | 1 | Suitable |
| 3 | Individualized consideration | 1 | Suitable |
| 4 | Intellectual stimulation | 1 | Suitable |



As shown in Table 6, the IC's score of the components of transformational leadership of primary school principals was 1. This indicated that those components of transformational leadership very acceptable and appropriate with primary school principals. There were four components of primary school principals' transformational leadership comprised: Idealized influence, Inspirational motivation, Individualized consideration, and Intellectual stimulation.

Table 7 The IC's score and suitability level of the indicators of Idealized influence

| Items | The indicators of Idealized influence | IC's score | Suitability level |
|-------|--|------------|-------------------|
| 1 | Display a sense of power and confidence. | 1 | Suitable |
| 2 | Be a role model who generates admiration, respect, and trust. | 1 | Suitable |
| 3 | Demonstrate persistence, determination and a willingness to take risks. | 1 | Suitable |
| 4 | Talk about the most important values and beliefs. | 1 | Suitable |
| 5 | Specify the importance of having a strong sense of purpose. | 0.8 | Suitable |
| 6 | Consider the moral and ethical consequences of decisions. | 1 | Suitable |
| 7 | Emphasize the importance of having a collective sense of school mission. | 1 | Suitable |
| 8 | Act in ways that builds respect and trust. | 1 | Suitable |
| 9 | Demonstrate the strong idealism and value for teachers. | 0.4 | Unsuitable |
| 10 | Show the ability to create vision to solve the problems. | 1 | Suitable |
| 11 | Influence teachers to think about common goal. | 1 | Suitable |
| 12 | Share the risk with teachers for reaching goal. | 0.4 | Unsuitable |
| 13 | Go beyond self-interest for the good of the school. | 0.8 | Suitable |



As shown in Table 7, the IC' score of the indicators of Idealized influence were of 0.5 or higher except the indicators of sharing the risk with teachers for reaching goal and demonstrating the strong idealism and value for teachers. Those indicators of Idealized influence were not suitable for constructing questionnaire.

Table 8 The IC's score and suitability level of the indicators of Inspirational motivation

| Items | The indicators of Inspirational motivation | IC's score | Suitability level |
|-------|--|------------|-------------------|
| 1 | Talk positively about the future goals of school. | 1 | Suitable |
| 2 | Show enthusiasm about what needs to be done. | 1 | Suitable |
| 3 | Explain clearly about future school goals. | 1 | Suitable |
| 4 | Discuss confidently about achieving goals. | 1 | Suitable |
| 5 | Explain in specific details who is responsible for performance goals at school. | 0.8 | Suitable |
| 6 | Motivate teachers not to think of own self- interest. | 0.8 | Suitable |
| 7 | Motivate teachers to devote themselves for school development. | 1 | Suitable |
| 8 | Inspire teachers the high value performance at work. | 1 | Suitable |
| 9 | Express satisfaction and excitement when staff members meet expectations and/or goals. | 1 | Suitable |

According to Table 8, the indicators of Inspirational motivation got IC' score were from 0.8 to 1. It means that all of the indicators of Inspirational motivation were suitable for constructing questionnaire.



Table 9 The IC's score and suitability level of the indicators of Individualized consideration

| Items | The indicators of Individualized consideration | IC's score | Suitability level |
|-------|--|------------|-------------------|
| 1 | Treat teachers as individuals rather than just as a member of the school. | 0.8 | Suitable |
| 2 | Help teachers to develop their strengths. | 1 | Suitable |
| 3 | Help teachers talk about their feelings. | 1 | Suitable |
| 4 | Spend time coaching and mentoring teachers, especially, young teachers. | 1 | Suitable |
| 5 | Create a supportive climate in school. | 1 | Suitable |
| 6 | Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them. | 1 | Suitable |
| 7 | Encourage two-way communication, listens carefully to team member's ideas and suggestions. | 0.8 | Suitable |
| 8 | Influence constituents through mentoring and inspiration, rather than ordering or directing them. | 1 | Suitable |
| 9 | Show appreciation when a teacher takes initiatives to improve the education. | 1 | Suitable |

Similarity, the indicators of Individualized consideration also got IC' score were from 0.8 to 1. This indicated that all of the indicators of Individualized consideration were suitable for constructing questionnaire.

Table 10 The IC's score and suitability level of the indicators of Intellectual stimulation

| Items | The indicators of Intellectual stimulation | IC's score | Suitability level |
|-------|--|------------|-------------------|
| 1 | Encourage teachers to experiment with new didactic strategies. | 1 | Suitable |



Table 10 (continued)

| Items | The indicators of Intellectual stimulation | IC's score | Suitability level |
|-------|--|------------|-------------------|
| 2 | Involve teachers in a constant discussion about their own professional personal goals. | 1 | Suitable |
| 3 | Encourage teachers to try new strategies that match their personal interests. | 0.4 | Unsuitable |
| 4 | Help teachers to reflect on new experiences. | 1 | Suitable |
| 5 | Motivate teachers to look for and discuss new information and ideas that are relevant to the school's development. | 1 | Suitable |
| 6 | Stimulate teachers to constantly think about how to improve the school. | 1 | Suitable |
| 7 | Offer enough possibilities for teacher professional development. | 1 | Suitable |
| 8 | Help teachers talk about and explain their personal views on education. | 1 | Suitable |
| 9 | Get others to look at problems from many different. | 0.8 | Suitable |
| 10 | Seek differing perspectives when solving problems. | 0.6 | Suitable |
| 11 | Do not publicly criticize individuals' mistakes. | 0.8 | Suitable |

As shown in Table 10, the IC' score of the indicators of Intellectual stimulation were of 0.5 or higher except the indicator of encouraging teachers to try new strategies that match their personal interests. This indicator of Intellectual stimulation was not suitable for constructing questionnaire.

In conclusion, there were four components and thirty-nine indicators of transformational leadership of primary school principals which were considered in order to conducting questionnaire as follows: Idealized influence (11 indicators), Inspirational motivation (9 indicators), Individualized consideration (9 indicators), and Intellectual stimulation (10 indicators).



Phase 2: The result of Data analysis from exploring the existing situation and desired situation of transformational leadership of primary school principals.

1. The result of respondents' Profile Analysis

In this study, the researcher delivered 280 questionnaires to 140 school principals and 140 teachers who have at least 5 years' working experiences of 140 primary schools in TTH province to fill. Then, the researcher followed up and gathered 280 hard copies of the questionnaire were responding from participants return back. It means that 100% of the questionnaires were received from those respondents. In order to analyze this part, the frequency and percentage were employed in Table 11.

Table 11 The frequency and percentage of respondents' profile

| Items | Principals (n=140) | | Teachers (n=140) | | Total (n=280) | |
|--|--------------------|------|------------------|------|---------------|------|
| | F | (%) | F | (%) | F | % |
| Gender | | | | | | |
| Male | 65 | 46.4 | 48 | 30.5 | 113 | 40.4 |
| Female | 75 | 53.6 | 92 | 69.5 | 167 | 59.6 |
| Age | | | | | | |
| Under 30 years old | 0 | 0.0 | 7 | 5.0 | 7 | 2.5 |
| 30 - 40 years old | 18 | 12.9 | 41 | 29.3 | 59 | 21.1 |
| 41 - 50 years old | 77 | 55.0 | 54 | 38.6 | 131 | 46.8 |
| Over 50 years old | 45 | 32.1 | 38 | 27.1 | 83 | 29.6 |
| Work experience of respondent's current position | | | | | | |
| Under 5 years | 58 | 41.4 | 0 | 0.0 | 58 | 20.7 |
| 5 - 10 years | 40 | 28.6 | 21 | 15.0 | 61 | 21.8 |
| Over 10 years | 42 | 30.0 | 119 | 85.0 | 161 | 57.5 |

From Table 11, most of the respondents were female (59.6%). The age of the respondents were mostly ranging from 41 to 50 years old (46.8%). Besides, covering by the working experience of respondents' current position were over 10 years.



2. The results of the level of existing situation and desired situation of transformational leadership of primary school principals in TTH province, Vietnam.

In order to rate the level of existing situation and desired situation of transformational leadership of primary school principals, four transformational leadership areas consisted of four sections within 39 items; including Idealized influence (11 items), Inspirational motivation (9 items), Individualized consideration (9 items), and Intellectual stimulation (10 items) were statistically analyzed and interpreted as of the following respectively were perceived by the principals and teachers in primary school in TTH province.

Table 12 Mean and Standard Deviations of Existing and Desired situations level of Primary School Principals

| Items | Transformational leadership | Existing situation | | | Desired situation | | |
|-------|------------------------------|--------------------|------|----------------------|-------------------|------|----------------------|
| | | \bar{X} | S.D. | Level of performance | \bar{X} | S.D. | Level of performance |
| 1 | Idealized influence | 3.73 | .79 | High | 4.62 | .56 | Very high |
| 2 | Inspirational motivation | 3.72 | .80 | High | 4.63 | .55 | Very high |
| 3 | Individualized consideration | 3.65 | .83 | High | 4.68 | .51 | Very high |
| 4 | Intellectual stimulation | 3.62 | .77 | High | 4.63 | .55 | Very high |
| Total | | 3.68 | .80 | High | 4.64 | .54 | Very high |

The total score of existing situation of transformational leadership of primary school principals in TTH province was at high level. The mean score of each area also was at high level. While, the total score of desired situation of transformational leadership of primary school principals was at very high level. This indicated that those components of transformational leadership were very essential for the primary school principals' success in TTH province.



Table 13 Mean Score and Standard Deviation of Existing and Desired situations level of Idealized Influence area

| Items | Idealized influence | Existing situation | | | Desired situation | | |
|-------|--|--------------------|------|----------------------|-------------------|------|----------------------|
| | | \bar{X} | S.D. | Level of performance | \bar{X} | S.D. | Level of performance |
| 1 | Display a sense of power and confidence. | 3.49 | .77 | Medium | 4.50 | .57 | Very high |
| 2 | Be a role model who generates admiration, respect, and trust. | 3.62 | .84 | High | 4.64 | .57 | Very high |
| 3 | Demonstrate persistence, determination and a willingness to take risks. | 3.80 | .69 | High | 4.55 | .57 | Very high |
| 4 | Talk about the most important values and beliefs. | 3.62 | .69 | High | 4.58 | .57 | Very high |
| 5 | Specify the importance of having a strong sense of purpose. | 3.70 | .79 | High | 4.61 | .55 | Very high |
| 6 | Consider the moral and ethical consequences of decisions. | 3.96 | .74 | High | 4.70 | .49 | Very high |
| 7 | Emphasize the importance of having a collective sense of school mission. | 3.76 | .80 | High | 4.70 | .50 | Very high |
| 8 | Act in ways that builds respect and trust. | 3.84 | .73 | High | 4.60 | .59 | Very high |
| 9 | Show the ability to create vision to solve the problems. | 3.50 | .94 | High | 4.70 | .52 | Very high |
| 10 | Influence teachers to think about common goal. | 3.83 | .75 | High | 4.63 | .58 | Very high |
| 11 | Go beyond self-interest for the good of the school. | 3.92 | .90 | High | 4.61 | .63 | Very high |
| Total | | 3.73 | .79 | High | 4.62 | .56 | Very high |



As shown in Table 13, Idealized influence area included eleven items, the total score of existing situation of Idealized influence was at high level. Regarding to each item, except the item of displaying a sense of power and confidence at medium level, other items at high level. The highest item of Idealized influence was considering the moral and ethical consequences of decisions, followed by the item of going beyond self-interest for the good of the school.

Besides, the total score of desired situation level for Idealized influence area was at very high level. Among these items, considering the moral and ethical consequences of decisions; emphasizing the importance of having a collective sense of school mission; and showing the ability to create vision to solve the problems were rated very high. This means that these three items were very important to the primary school principals. The lowest mean score for desired level was displaying a sense of power and confidence.

Table 14 Mean Score and Standard Deviation of Existing and Desired situations level of Inspirational Motivation area

| Items | Inspirational motivation | Existing situation | | | Desired situation | | |
|-------|---|--------------------|------|----------------------|-------------------|------|----------------------|
| | | \bar{X} | S.D. | Level of performance | \bar{X} | S.D. | Level of performance |
| 1 | Talk positively about the future goals of school. | 3.71 | .87 | High | 4.55 | .58 | Very high |
| 2 | Show enthusiasm about what needs to be done. | 3.92 | .72 | High | 4.59 | .54 | Very high |
| 3 | Explain clearly about future school goals. | 3.61 | .86 | High | 4.68 | .52 | Very high |
| 4 | Discuss confidently about achieving goals. | 3.55 | .76 | High | 4.60 | .60 | Very high |
| 5 | Explain in specific details who is responsible for performance goals at school. | 3.74 | .76 | High | 4.61 | .55 | Very high |



Table 14 (continued)

| Items | Inspirational motivation | Existing situation | | | Desired situation | | |
|-------|--|--------------------|------|----------------------|-------------------|------|----------------------|
| | | \bar{X} | S.D. | Level of performance | \bar{X} | S.D. | Level of performance |
| 6 | Motivate teachers not to think of own self- interest. | 3.80 | .79 | High | 4.65 | .55 | Very high |
| 7 | Motivate teachers to devote themselves for school development. | 3.87 | .72 | High | 4.62 | .57 | Very high |
| 8 | Inspire teachers the high value performance at work. | 3.30 | .95 | Medium | 4.68 | .55 | Very high |
| 9 | Express satisfaction and excitement when staff members meet expectations and/or goals. | 4.02 | .73 | High | 4.66 | .53 | Very high |
| Total | | 3.72 | .80 | High | 4.63 | .55 | Very high |

As shown in Table 14, Inspirational motivation area included nine items. The overall and each item of existing situation level of inspirational motivation area was at the high levels except the item of inspiring teachers the high value performance at work at medium level. And from the perspectives of principals and teachers in primary school in TTH province, expressing satisfaction and excitement when staff members meet expectations and/or goals was the highest in the existing situation, followed by showing enthusiasm about what needs to be done, and motivating teachers to devote themselves for school development.

For the total score of desired situation level, all of respondents rated these items of inspirational motivation area at very high level. They believed that all of these items were important to the primary school principals. Among these, explaining clearly about future school goals, and inspiring teachers the high value performance at work were the most highly desired rated while talking positively about the future goals of school were rated the lowest desired level.



Table 15 Mean Score and Standard Deviation of Existing and Desired situations level of Individualized Consideration area

| Items | Individualized consideration | Existing situation | | | Desired situation | | |
|-------|--|--------------------|------|----------------------|-------------------|------|----------------------|
| | | \bar{X} | S.D. | Level of performance | \bar{X} | S.D. | Level of performance |
| 1 | Treat teachers as individuals rather than just as a member of the school. | 3.89 | .89 | High | 4.63 | .56 | Very high |
| 2 | Help teachers to develop their strengths. | 3.61 | .92 | High | 4.73 | .44 | Very high |
| 3 | Help teachers talk about their feelings. | 3.59 | .78 | High | 4.64 | .52 | Very high |
| 4 | Spend time coaching and mentoring teachers, especially, young teachers. | 3.62 | .84 | High | 4.71 | .49 | Very high |
| 5 | Create a supportive climate in school. | 3.46 | .90 | Medium | 4.73 | .48 | Very high |
| 6 | Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them. | 3.53 | .82 | High | 4.67 | .51 | Very high |
| 7 | Encourage two-way communication, listens carefully to team member's ideas and suggestions. | 3.62 | .86 | High | 4.71 | .48 | Very high |
| 8 | Influence constituents through mentoring and inspiration, rather than ordering or directing them. | 3.71 | .74 | High | 4.73 | .52 | Very high |
| 9 | Show appreciation when a teacher takes initiatives to improve the education. | 3.86 | .70 | High | 4.55 | .55 | Very high |
| Total | | 3.65 | .83 | High | 4.68 | .51 | Very high |



As shown in Table 15, Individualized consideration area were rated at high level except the item of creating a supportive climate in school at medium level. The highest mean score for existing level of Individualized consideration area were the item of treating teachers as individuals rather than just as a member of the school, followed by showing appreciation when a teacher takes initiatives to improve the education.

The total score of desired level was rated at very high level. Especially, the respondents highly desired to have ability of helping teachers to develop their strengths, creating a supportive climate in school, and influencing constituents through mentoring and inspiration, rather than ordering or directing them. While the lowest desired level was the item of showing appreciation when a teacher takes initiatives to improve the education.

Table 16 Mean Score and Standard Deviation of Existing and Desired situations level of Intellectual Stimulation area

| Items | Intellectual stimulation | Existing situation | | | Desired situation | | |
|-------|--|--------------------|------|----------------------|-------------------|------|----------------------|
| | | \bar{X} | S.D. | Level of performance | \bar{X} | S.D. | Level of performance |
| 1 | Encourage teachers to experiment with new didactic strategies. | 3.79 | .71 | High | 4.66 | .49 | Very high |
| 2 | Involve teachers in a constant discussion about their own professional personal goals. | 3.36 | .77 | Medium | 4.59 | .57 | Very high |
| 3 | Help teachers to reflect on new experiences. | 3.42 | .73 | Medium | 4.60 | .55 | Very high |
| 4 | Motivate teachers to look for and discuss new information and ideas that are relevant to the school's development. | 3.72 | .74 | High | 4.66 | .56 | Very high |



Table 16 (continued)

| Items | Intellectual stimulation | Existing situation | | | Desired situation | | |
|-------|---|--------------------|------|----------------------|-------------------|------|----------------------|
| | | \bar{X} | S.D. | Level of performance | \bar{X} | S.D. | Level of performance |
| 5 | Stimulate teachers to constantly think about how to improve the school. | 3.69 | .76 | High | 4.61 | .58 | Very high |
| 6 | Offer enough possibilities for teacher professional development. | 3.74 | .78 | High | 4.75 | .46 | Very high |
| 7 | Help teachers talk about and explain their personal views on education. | 3.67 | .77 | High | 4.66 | .50 | Very high |
| 8 | Get others to look at problems from many different. | 3.62 | .71 | High | 4.62 | .55 | Very high |
| 9 | Seek differing perspectives when solving problems. | 3.45 | .80 | Medium | 4.64 | .54 | Very high |
| 10 | Do not publicly criticize individuals' mistakes. | 3.77 | .97 | High | 4.50 | .69 | Very high |
| Total | | 3.62 | .77 | High | 4.63 | .55 | Very high |

Finally, as shown in Table 16, Intellectual Stimulation area had ten items. The overall existing situation of primary school principals' transformational leadership in Intellectual stimulation area was at the high level. However, the items of involving teachers in a constant discussion about their own professional personal goals, helping teachers to reflect on new experiences, and seeking differing perspectives when solving problems were at the medium levels.

The level of desired situation was statically shown at very high level. The highest desired level was the item of offering enough possibilities for teacher professional development, followed by encouraging teachers to experiment with new didactic strategies, motivating teachers to look for and discuss new information and ideas that are relevant to the school's development, and helping teachers talk about and



explain their personal views on education. While the lowest desired level was the item of do not publicly criticize individuals’ mistakes.

3. The result of strategies and suggestions from the respondents related to developing program to enhance transformational leadership of primary school principals in TTH province, Vietnam.

The findings showed that most of the respondents selected workshop as kind of strategies in order to apply to enhance transformational leadership of primary school principals in TTH province (35.8%), followed by 18% of respondents selected coaching, 16.7% of respondents selected training, 12% of respondents selected short-course, 9.8% of respondents selected mentoring, and 7.7% of respondents selected other forms. As a result, all of these suggestions were very useful information to contribute to develop program to enhance transformational leadership for primary school principals in TTH province in the next phase.

Phase 3: To develop the appropriate program to enhance transformational leadership of primary school principals in TTH province, Vietnam.

1. The needs for the development of primay school principals’ transformational leadership in TTH province.

The needs for transformational leadership development of the primary school principals were analyzed through PNI modified. The principals and teachers assessed existing level of principals of each transformational leadership area and perceived their desired level of transformational leadership. The results of the needs assessment were analyzed through PNI modified shown in Table 17.

Table 17 Priority Needs Index for each Transformational Leadership area of Primary School Principals

| Items | Transformational leadership of primary school principals | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI (I-D)/D | Priority |
|-------|--|-----------------------------------|----------------------------------|----------------|----------|
| 1 | Idealized influence | 3.73 | 4.62 | 0.23 | 4 |
| 2 | Inspirational motivation | 3.72 | 4.63 | 0.24 | 3 |



Table 17 (continued)

| Items | Transformational leadership of primary school principals | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI (I-D)/D | Priority |
|-------|---|--|---------------------------------------|----------------|----------|
| 3 | Individualized consideration | 3.65 | 4.68 | 0.28 | 1 |
| 4 | Intellectual stimulation | 3.62 | 4.63 | 0.27 | 2 |

From Table 17, Mean for the assessment desired situation level of transformational leadership of primary school principals were higher in all areas than the mean for the assessment existing situation level. Individualized consideration area was at highest priority ranking, followed by Intellectual stimulation area, Inspirational motivation area, and Idealized influence area was the lowest.

The priority for developing each item of Idealized influence area was shown in Table 18 as follows:

Table 18 Priority Needs Index for each item of Idealized influence area

| Items | Idealized influence | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI _{mod} | Rank |
|-------|---|--|---------------------------------------|--------------------|------|
| 1 | Display a sense of power and confidence. | 3.49 | 4.50 | 0.29 | 2 |
| 2 | Be a role model who generates admiration, respect, and trust. | 3.62 | 4.64 | 0.28 | 3 |
| 3 | Demonstrate persistence, determination and a willingness to take risks. | 3.80 | 4.55 | 0.20 | 8 |
| 4 | Talk about the most important values and beliefs. | 3.62 | 4.58 | 0.27 | 4 |
| 5 | Specify the importance of having a strong sense of purpose. | 3.70 | 4.61 | 0.25 | 5 |
| 6 | Consider the moral and ethical consequences of decisions. | 3.96 | 4.70 | 0.19 | 10 |



Table 18 (continued)

| Items | Idealized influence | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI _{mod} | Rank |
|-------|--|-------------------------------------|------------------------------------|--------------------|------|
| 7 | Emphasize the importance of having a collective sense of school mission. | 3.76 | 4.70 | 0.25 | 5 |
| 8 | Act in ways that builds respect and trust. | 3.84 | 4.60 | 0.20 | 8 |
| 9 | Show the ability to create vision to solve the problems. | 3.50 | 4.70 | 0.34 | 1 |
| 10 | Influence teachers to think about common goal. | 3.83 | 4.63 | 0.21 | 7 |
| 11 | Go beyond self-interest for the good of the school. | 3.92 | 4.61 | 0.18 | 11 |

The primary school principals needed improve more their transformational leadership in Idealized influence area including:

- (1) Show the ability to create vision to solve the problems;
- (2) Display a sense of power and confidence;
- (3) Consider the moral and ethical consequences of decisions;
- (4) Emphasize the importance of having a collective sense of school mission.

Regarding to Inspirational motivation area, the Priority Needs Index for each item was shown in Table 19.

Table 19 Priority Needs Index for each item of Inspirational motivation area

| Items | Inspirational motivation | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI _{mod} | Rank |
|-------|---|-------------------------------------|------------------------------------|--------------------|------|
| 1 | Talk positively about the future goals of school. | 3.71 | 4.55 | 0.23 | 4 |



Table 19 (continued)

| Items | Inspirational motivation | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI _{mod} | Rank |
|-------|--|-------------------------------------|------------------------------------|--------------------|------|
| 2 | Show enthusiasm about what needs to be done. | 3.92 | 4.59 | 0.17 | 8 |
| 3 | Explain clearly about future school goals. | 3.61 | 4.68 | 0.30 | 2 |
| 4 | Discuss confidently about achieving goals. | 3.55 | 4.60 | 0.30 | 2 |
| 5 | Explain in specific details who is responsible for performance goals at school. | 3.74 | 4.61 | 0.23 | 4 |
| 6 | Motivate teachers not to think of own self- interest. | 3.80 | 4.65 | 0.22 | 6 |
| 7 | Motivate teachers to devote themselves for school development. | 3.87 | 4.62 | 0.19 | 7 |
| 8 | Inspire teachers the high value performance at work. | 3.30 | 4.68 | 0.42 | 1 |
| 9 | Express satisfaction and excitement when staff members meet expectations and/or goals. | 4.02 | 4.66 | 0.16 | 9 |

Form Table 19, primary school principals needed improve more their transformational leadership in Inspirational motivation area including:

- (1) Inspire teachers the high value performance at work;
- (2) Explaining clearly about future school goals;
- (3) Discuss confidently about achieving goals.

Considering Individualized consideration area of transformational leadership was shown in Table 20, the results of the modified Priority Needs Index of each item was high. This indicated that primary school principals had high needs in improving their transformational leadership.



Table 20 Priority Needs Index for each item of Individualized consideration area

| Items | Individualized consideration | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI_{mod} | Rank |
|-------|--|-------------------------------------|------------------------------------|-------------|------|
| 1 | Treat teachers as individuals rather than just as a member of the school. | 3.89 | 4.63 | 0.19 | 8 |
| 2 | Help teachers to develop their strengths. | 3.61 | 4.73 | 0.31 | 3 |
| 3 | Help teachers talk about their feelings. | 3.59 | 4.64 | 0.29 | 6 |
| 4 | Spend time coaching and mentoring teachers, especially, young teachers. | 3.62 | 4.71 | 0.30 | 4 |
| 5 | Create a supportive climate in school. | 3.46 | 4.73 | 0.37 | 1 |
| 6 | Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them. | 3.53 | 4.67 | 0.32 | 2 |
| 7 | Encourage two-way communication, listens carefully to team member's ideas and suggestions. | 3.62 | 4.71 | 0.30 | 4 |
| 8 | Influence constituents through mentoring and inspiration, rather than ordering or directing them. | 3.71 | 4.73 | 0.27 | 7 |
| 9 | Show appreciation when a teacher takes initiatives to improve the education. | 3.86 | 4.55 | 0.18 | 9 |

As shown in Table 20, The primary school principals needed improve more their transformational leadership in Individualized consideration area including:

- (1) Create a supportive climate in school;
- (2) Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them;
- (3) Help teachers to develop their strengths;
- (4) Encourage two-way communication, listens carefully to team member's ideas and suggestions;



(5) Spend time coaching and mentoring teachers, especially, young teachers;

(6) Influence constituents through mentoring and inspiration, rather than ordering or directing them.

Finally, regarding to Intellectual stimulation area of transformational leadership of primary school principals in TTH province, the Priority Needs Index for each item was shown in Table 21.

Table 21 Priority Needs Index for each item of Intellectual stimulation area

| Items | Intellectual stimulation | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI_{mod} | Rank |
|-------|--|-------------------------------------|------------------------------------|-------------|------|
| 1 | Encourage teachers to experiment with new didactic strategies. | 3.79 | 4.66 | 0.23 | 9 |
| 2 | Involve teachers in a constant discussion about their own professional personal goals. | 3.36 | 4.59 | 0.37 | 1 |
| 3 | Help teachers to reflect on new experiences. | 3.42 | 4.60 | 0.35 | 2 |
| 4 | Motivate teachers to look for and discuss new information and ideas that are relevant to the school's development. | 3.72 | 4.66 | 0.25 | 7 |
| 5 | Stimulate teachers to constantly think about how to improve the school. | 3.69 | 4.61 | 0.25 | 7 |
| 6 | Offer enough possibilities for teacher professional development. | 3.74 | 4.75 | 0.27 | 5 |
| 7 | Help teachers talk about and explain their personal views on education. | 3.67 | 4.66 | 0.27 | 5 |
| 8 | Get others to look at problems from many different. | 3.62 | 4.62 | 0.28 | 4 |
| 9 | Seek differing perspectives when solving problems. | 3.45 | 4.64 | 0.34 | 3 |



Table 21 (continued)

| Items | Intellectual stimulation | Existing situation (\bar{X}) | Desired situation (\bar{X}) | PNI _{mod} | Rank |
|-------|--|-------------------------------------|------------------------------------|--------------------|------|
| 10 | Do not publicly criticize individuals' mistakes. | 3.77 | 4.50 | 0.19 | 10 |

From Table 21, the primary school principals needed improve more their transformational leadership in Intellectual stimulation area including:

- (1) Involve teachers in a constant discussion about their own professional personal goals;
 - (2) Help teachers to reflect on new experiences;
 - (3) Seek differing perspectives when solving problems;
 - (4) Offer enough possibilities for teacher professional development;
2. The results of developing program to enhance transformational leadership of primary school principals in TTH province.

The program was designed based on the assessments of significant gaps between the existing situation and desired situation of primary school principals' transformational leadership and their needs from phase 2. The researcher considered the lowest items of existing situation level and the highest items of desired situation level and the Priority Needs Index of the components and indicators to decide to pick up needed items to develop including:

- (1) Idealized influence (Show the ability to create vision to solve the problems; Display a sense of power and confidence; Consider the moral and ethical consequences of decisions; Emphasize the importance of having a collective sense of school mission).
- (2) Inspirational motivation (Inspire teachers the high value performance at work; Explain clearly about future school goals; Discuss confidently about achieving goals).
- (3) Individualized consideration (Create a supportive climate in school; Recognize and accept individual differences, needs and desires, and adjust



leadership to accommodate them; Help teachers to develop their strengths; Encourage two-way communication, listens carefully to team member's ideas and suggestions; Spend time coaching and mentoring teachers, especially, young teachers; Influence constituents through mentoring and inspiration, rather than ordering or directing them).

(4) Intellectual stimulation (Involve teachers in a constant discussion about their own professional personal goals; Help teachers to reflect on new experiences; Seek differing perspectives when solving problems; Offer enough possibilities for teacher professional development).

The draft of program to enhance transformational leadership of primary school principals in TTH province.

I. Rationales

Vietnamese Ministry of Education and Training (MOET) identified implementing “Radical and comprehensive renovation of education and training”. In order to perform successfully this views, beside the leadership and direction of MOET, supporting all stakeholders in the educational system and society, school principals’ leadership role are very important. They have to know how to change and develop people, make students’ learning happy and successful, creating a culture of continuous improvement in their school. They have to know how to shaping a vision, creating a hospitable climate, cultivating leadership in others, improving instruction, and managing people etc. However, in the educational context of Vietnam, many school principals want to take the right roles but they face many barriers. Many of them are school leaders, but they do not often do tasks of a leader, they do not know what are the right jobs of a real leader or they know what needs to be done, but they do not have the capacity to do these. Therefore, offering program as the development is trying to cover the weakness of implementing leadership role, especially, transformational leadership is very necessary. Based on the results of the survey about existing situation and desired situation of transformational leadership of primary school principals in TTH province, the researcher was designed a program with four workshops to enhance transformational leadership of primary school principals, as well as contribution to improve more their effective leadership in primary schools.



II. The draft of program with the series of workshops to enhance transformational leadership of primary school principals in TTH province, Vietnam.

The program with series of workshops includes 4 topics shown in Tables as following:

Table 22 Workshop 1: Enhancing Idealized influence for primary school principals.

| Workshop 1: Enhancing Idealized influence for primary school principals. | |
|--|--|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of Idealized influence. - Creating the forum for principals to share their reasoned views and practical experience on Idealized influence in primary school leadership. |
| 2/ Contents | <p>The basic concepts of Idealized influence of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Show the ability to create vision to solve the problems; - Display a sense of power and confidence; - Consider the moral and ethical consequences of decisions; - Emphasize the importance of having a collective sense of school mission. |
| 3/Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of Idealized influence of primary school principals. - The instructor will present and analyze the essential knowledge on Idealized influence affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences (All participants). |
| 4/ Learning outcomes | <p>At the end of the workshop the participants will be able to understand the essential knowledge on Idealized influence and know how to apply that knowledge to enhance leadership role in primary school.</p> |



Table 22 (continued)

| Workshop 1: Enhancing Idealized influence for primary school principals. | |
|--|---|
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of Idealized influence in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Idealized influence in primary school leadership at the end of workshop. |
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 5 hours |

Table 23 Workshop 2: Enhancing Inspirational motivation for primary school principals.

| Workshop 2: Enhancing Inspirational motivation for primary school principals. | |
|---|---|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of Inspirational motivation. - Creating the forum for principals to share their reasoned views and practical experience on Inspirational motivation in primary school leadership. |
| 2/ Contents | <p>The basic concepts of Inspirational motivation of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Inspire teachers the high value performance at work; - Explain clearly about future school goals; - Discuss confidently about achieving goals. |



Table 23 (continued)

| Workshop 2: Enhancing Inspirational motivation for primary school principals. | |
|---|--|
| 3/Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of Inspirational motivation of primary school principals. - The instructor will present and analyze the essential knowledge on Inspirational motivation affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences. |
| 4/ Learning outcomes | At the end of the workshop the participants will be able to understand the essential knowledge on Inspirational motivation and know how to apply that knowledge to enhance leadership role in primary school. |
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of Inspirational motivation in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Inspirational motivation in primary school leadership at the end of workshop. |
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 4 hours |



Table 24 Workshop 3: Enhancing Individualized consideration for primary school principals.

| Workshop 3: Enhancing Individualized consideration for primary school principals. | |
|---|---|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of Individualized consideration. - Creating the forum for principals to share their reasoned views and practical experience on Individualized consideration in primary school leadership. |
| 2/ Contents | <p>The basic concepts of Individualized consideration of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Create a supportive climate in school; - Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them; - Help teachers to develop their strengths; - Encourage two-way communication, listens carefully to team member's ideas and suggestions; - Spend time coaching and mentoring teachers, especially, young teachers; - Influence constituents through mentoring and inspiration, rather than ordering or directing them. |
| 3/ Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of Individualized consideration of primary school principals. - The instructor will present and analyze the essential knowledge on Individualized consideration affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences. |
| 4/ Learning outcomes | <p>At the end of the workshop the participants will be able to understand the essential knowledge on Individualized consideration and know how to apply that knowledge to enhance leadership role in primary school.</p> |



Table 24 (continued)

| Workshop 3: Enhancing Individualized consideration for primary school principals. | |
|---|---|
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of Individualized consideration in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Individualized consideration in primary school leadership at the end of workshop. |
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 7 hours |

Table 25 Workshop 4: Enhancing Intellectual stimulation for primary school principals.

| Workshop 4: Enhancing Intellectual stimulation for primary school principals. | |
|---|---|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of Intellectual stimulation. - Creating the forum for principals to share their reasoned views and practical experience on Intellectual stimulation in primary school leadership. |



Table 25 (continued)

| Workshop 4: Enhancing Intellectual stimulation for primary school principals. | |
|---|--|
| 2/ Contents | <p>The basic concepts of Intellectual stimulation of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Involve teachers in a constant discussion about their own professional personal goals; - Help teachers to reflect on new experiences; - Seek differing perspectives when solving problems; - Offer enough possibilities for teacher professional development. |
| 3/Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of Intellectual stimulation of primary school principals. - The instructor will present and analyze the essential knowledge on Intellectual stimulation affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences. |
| 4/ Learning outcomes | At the end of the workshop the participants will be able to understand the essential knowledge on Intellectual stimulation and know how to apply that knowledge to enhance leadership role in primary school. |
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of Intellectual stimulation in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Intellectual stimulation in primary school leadership at the end of workshop. |
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 6 hours |



3. The results of the experts' evaluation about the program to apply in primary school in TTH province, Vietnam.

After finding out the needs of transformational leadership development of respondents, the researcher designed the draft of program and sent the evaluation form with draft to six experts to measure the suitability and feasibility of program and seek some suggestions in order to improve the program completely to apply in primary schools in TTH province.

According the results, the suitability and feasibility of the program to implement in primary schools in TTH province were evaluated at very high level by six experts. The overall mean scores with standard deviation for the suitability and feasibility of program with four workshops were shown through experts' evaluations through Table 26 as follows:

Table 26 Total Mean Scores with Standard Deviation for the Suitability and Feasibility of Program in each Workshop area

| Items | Transformational leadership | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|-------|-----------------------------|-----------|------|-------------------|-----------|------|-------------------|
| 1 | Workshop 1 | 4.58 | .455 | Very high | 4.53 | .426 | Very high |
| 2 | Workshop 2 | 4.59 | .465 | Very high | 4.55 | .474 | Very high |
| 3 | Workshop 3 | 4.62 | .429 | Very high | 4.59 | .423 | Very high |
| 4 | Workshop 4 | 4.56 | .476 | Very high | 4.50 | .480 | Very high |
| Total | | 4.59 | .456 | Very high | 4.54 | .451 | Very high |

In addition, the suitability of rationale to develop program to enhance transformational leadership in primary schools in TTH province was agreeded at very high level. The feasibility of rationale to develop program was evaluated at very high level. The suitability of the program with the series of four workshops were agreeded at very high level. The feasibility of application four workshops were evaluated at very high level.

The suitability and feasibility of program with four workshops were shown through experts' evaluations in Tables as follows:



Table 27 The suitability and feasibility of workshop 1

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|---|-----------|------|-------------------|-----------|------|-------------------|
| 1/Purpose | | | | | | |
| - Improving knowledge and abilities of primary school principals in the terms of Idealized influence. | 4.67 | .471 | Very high | 5.00 | .000 | Very high |
| - Creating the forum for principals to share their reasoned views and practical experience on Idealized influence in primary school leadership. | 4.67 | .471 | Very high | 4.83 | .373 | Very high |
| 2/ Contents | | | | | | |
| - Show the ability to create vision to solve the problems; | 4.83 | .373 | Very high | 4.83 | .373 | Very high |
| - Display a sense of power and confidence; | 4.67 | .471 | Very high | 4.17 | .373 | High |
| - Consider the moral and ethical consequences of decisions; | 4.83 | .373 | Very high | 4.50 | .500 | Very high |
| - Emphasize the importance of having a collective sense of school mission. | 4.50 | .500 | Very high | 4.67 | .471 | Very high |
| 3/ Strategies (Activities) | | | | | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Idealized influence of primary school principals. | 4.67 | .471 | Very high | 4.17 | .373 | High |
| - The instructor will present and analyze the essential knowledge on Idealized influence affecting to the effectiveness of primary school leadership. | 4.50 | .500 | Very high | 4.33 | .471 | High |
| - Discussing and sharing experiences. | 4.67 | .471 | Very high | 4.33 | .471 | High |



Table 27 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|---|--------------|--------------|-------------------|--------------|--------------|------------------------|
| 4/ Learning outcomes At the end of the workshop, the participants will be able to understand the essential knowledge on Idealized influence and know how to apply that knowledge to enhance leadership role in primary school. | 4.50 | .500 | Very high | 4.83 | .373 | Very high |
| 5/ Training materials - Documentation guidelines of basic concepts of Idealized influence in primary school leadership. - Evaluation form. | 4.83 4.17 | .373 .373 | Very high High | 4.67 4.50 | .471 .500 | Very high Very high |
| 6/ Evaluation methods Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Idealized influence in primary school leadership at the end of workshop. | 4.50 | .500 | Very high | 4.50 | .500 | Very high |
| 7/ Target participants - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. | 4.83 4.00 | .373 .577 | Very high High | 4.67 4.00 | .471 .577 | Very high High |



Table 27 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|---|-----------|------|-------------------|-----------|------|-------------------|
| 8/ Location At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | 4.33 | .471 | High | 4.67 | .471 | Very high |
| 9/ Length (hours) 6 hours | 4.67 | .471 | Very high | 4.33 | .471 | High |
| Total | 4.58 | .455 | Very high | 4.53 | .426 | Very high |

According to Table 27, six experts mostly evaluated the suitability and feasibility of the workshop to enhance Idealized influence for primary school principals in TTH province at very high level.

Table 28 The suitability and feasibility of workshop 2

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|--|-----------|------|-------------------|-----------|------|-------------------|
| 1/Purpose - Improving knowledge and abilities of primary school principals in the terms of Inspirational motivation. | 4.50 | .500 | Very high | 4.67 | .471 | Very high |
| - Creating the forum for principals to share their reasoned views and practical experience on Inspirational motivation in primary school leadership. | 4.67 | .471 | Very high | 4.50 | .500 | Very high |
| 2/ Contents - Inspire teachers the high value performance at work; | 4.50 | .500 | Very high | 4.50 | .500 | Very high |
| - Explain clearly about future school goals; | 5.00 | .000 | Very high | 4.67 | .471 | Very high |
| - Discuss confidently about achieving goals. | 5.00 | .000 | Very high | 4.83 | .373 | Very high |



Table 28 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|--|-----------|------|-------------------|-----------|------|-------------------|
| 3/ Strategies (Activities) | | | | | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Inspirational motivation of primary school principals. | 4.50 | .500 | Very high | 4.67 | .471 | Very high |
| - The instructor will present and analyze the essential knowledge on Inspirational motivation affecting to the effectiveness of primary school leadership. | 4.67 | .471 | Very high | 4.50 | .500 | Very high |
| - Discussing and sharing experiences. | 4.50 | .500 | Very high | 4.33 | .471 | High |
| 4/ Learning outcomes | | | | | | |
| At the end of the workshop, the participants will be able to understand the essential knowledge on Inspirational motivation and know how to apply that knowledge to enhance leadership role in primary school. | 5.00 | .000 | Very high | 4.67 | .471 | Very high |
| 5/ Training materials | | | | | | |
| - Documentation guidelines of basic concepts of Inspirational motivation in primary school leadership. | 4.83 | .373 | Very high | 4.83 | .373 | Very high |
| - Evaluation form. | 4.33 | .471 | High | 4.50 | .500 | Very high |



Table 28 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|---|--------------|--------------|-------------------|--------------|--------------|-------------------|
| 6/ Evaluation methods Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Inspirational motivation in primary school leadership at the end of workshop. | 4.33 | .471 | High | 4.33 | .471 | High |
| 7/ Target participants - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. | 4.50 4.17 | .500 .687 | Very high High | 4.67 4.00 | .471 .577 | Very high High |
| 8/ Location At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | 4.50 | .500 | Very high | 4.67 | .471 | Very high |
| 9/ Length (hours) 4 hours | 4.50 | .500 | Very high | 4.50 | .500 | Very high |
| Total | 4.59 | .465 | Very high | 4.55 | .474 | Very high |

According to Table 28, six experts mostly evaluated the suitability and feasibility of the workshop to enhance Inspirational motivation for primary school principals in TTH province at very high level.



Table 29 The suitability and feasibility of workshop 3

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|--|-----------|------|-------------------|-----------|------|-------------------|
| 1/Purpose | | | | | | |
| - Improving knowledge and abilities of primary school principals in the terms of Individualized consideration. | 4.50 | .500 | Very high | 4.83 | .373 | Very high |
| - Creating the forum for principals to share their reasoned views and practical experience on Individualized consideration in primary school leadership. | 4.67 | .471 | Very high | 4.67 | .471 | Very high |
| 2/ Contents | | | | | | |
| - Create a supportive climate in school; | 4.83 | .373 | Very high | 4.83 | .373 | Very high |
| - Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them; | 4.67 | .471 | Very high | 4.33 | .471 | High |
| - Help teachers to develop their strengths; | 4.33 | .471 | High | 4.50 | .500 | Very high |
| - Encourage two-way communication, listens carefully to team member's ideas and suggestions; | 4.67 | .471 | Very high | 4.33 | .471 | High |
| - Spend time coaching and mentoring teachers, especially, young teachers; | 5.00 | .000 | Very high | 4.67 | .471 | Very high |
| - Influence constituents through mentoring and inspiration, rather than ordering or directing them. | 4.50 | .500 | Very high | 4.50 | .500 | Very high |
| 3/ Strategies (Activities) | | | | | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Individualized consideration of primary school principals. | 4.67 | .471 | Very high | 4.50 | .500 | Very high |



Table 29 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|---|--------------|--------------|------------------------|--------------|--------------|------------------------|
| - The instructor will present and analyze the essential knowledge on Individualized consideration affecting to the effectiveness of primary school leadership. | 4.67 | .471 | Very high | 5.00 | .000 | Very high |
| - Discussing and sharing experiences. | 4.33 | .471 | High | 4.83 | .373 | Very high |
| 4/ Learning outcomes At the end of the workshop, the participants will be able to understand the essential knowledge on Individualized consideration and know how to apply that knowledge to enhance leadership role in primary school. | 4.50 | .500 | Very high | 4.83 | .373 | Very high |
| 5/ Training materials - Documentation guidelines of basic concepts of Individualized consideration in primary school leadership. - Evaluation form. | 5.00 4.67 | .000 .471 | Very high Very high | 4.50 4.83 | .500 .373 | Very high Very high |
| 6/ Evaluation methods Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Individualized consideration in primary school leadership at the end of workshop. | 4.50 | .500 | Very high | 4.17 | .373 | High |



Table 29 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|--|-----------|------|-------------------|-----------|------|-------------------|
| 7/ Target participants | | | | | | |
| - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. | 4.83 | .373 | Very high | 4.67 | .471 | Very high |
| - All principals who are working in primary schools in TTH province, Vietnam. | 4.17 | .687 | High | 4.33 | .471 | High |
| 8/ Location | | | | | | |
| At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | 4.67 | .471 | Very high | 4.50 | .500 | Very high |
| 9/ Length (hours) | | | | | | |
| 7 hours | 4.67 | .471 | Very high | 4.33 | .471 | High |
| Total | 4.62 | .429 | Very high | 4.59 | .423 | Very high |

According to Table 29, six experts mostly evaluated the suitability and feasibility of the workshop to enhance Individualized consideration for primary school principals in TTH province at very high level.

Table 30 The suitability and feasibility of workshop 4

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|--|-----------|------|-------------------|-----------|------|-------------------|
| 1/Purpose | | | | | | |
| - Improving knowledge and abilities of primary school principals in the terms of Intellectual stimulation. | 4.67 | .471 | Very high | 4.83 | .373 | Very high |



Table 30 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|--|-----------|------|-------------------|-----------|------|-------------------|
| - Creating the forum for principals to share their reasoned views and practical experience on Intellectual stimulation in primary school leadership. | 4.50 | .500 | Very high | 4.50 | .500 | Very high |
| 2/ Contents | | | | | | |
| - Involve teachers in a constant discussion about their own professional personal goals; | 4.67 | .471 | Very high | 4.67 | .471 | Very high |
| - Help teachers to reflect on new experiences; | 4.67 | .471 | Very high | 4.67 | .471 | High |
| - Seek differing perspectives when solving problems; | 4.33 | .471 | High | 4.50 | .500 | Very high |
| - Offer enough possibilities for teacher professional development. | 4.83 | .373 | Very high | 4.67 | .471 | Very high |
| 3/ Strategies (Activities) | | | | | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Intellectual stimulation of primary school principals. | 4.50 | .500 | Very high | 4.50 | .500 | Very high |
| - The instructor will present and analyze the essential knowledge on Intellectual stimulation affecting to the effectiveness of primary school leadership. | 4.83 | .373 | Very high | 4.67 | .471 | Very high |
| - Discussing and sharing experiences. | 4.67 | .471 | Very high | 4.17 | .373 | High |



Table 30 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|---|--------------|--------------|------------------------|--------------|--------------|-------------------|
| 4/ Learning outcomes At the end of the workshop, the participants will be able to understand the essential knowledge on Intellectual stimulation and know how to apply that knowledge to enhance leadership role in primary school. | 4.50 | .764 | Very high | 4.50 | .500 | Very high |
| 5/ Training materials - Documentation guidelines of basic concepts of Intellectual stimulation in primary school leadership. - Evaluation form. | 4.67 4.67 | .471 .471 | Very high Very high | 4.33 4.50 | .745 .500 | High Very high |
| 6/ Evaluation methods Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Intellectual stimulation in primary school leadership at the end of workshop. | 4.17 | .373 | High | 4.50 | .500 | Very high |
| 7/ Target participants - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. | 4.50 4.67 | .500 .471 | Very high Very high | 4.67 3.83 | .471 .373 | Very high High |



Table 30 (continued)

| Evaluation Items of workshop | \bar{X} | S.D. | Suitability level | \bar{X} | S.D. | Feasibility level |
|---|-----------|------|-------------------|-----------|------|-------------------|
| 8/ Location At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | 4.33 | .471 | High | 4.67 | .471 | Very high |
| 9/ Length (hours) 6 hours | 4.33 | .471 | High | 4.33 | .471 | High |
| Total | 4.56 | .476 | Very high | 4.50 | .480 | Very high |

According to Table 30, six experts mostly evaluated the suitability and feasibility of the workshop to enhance Intellectual stimulation for primary school principals in TTH province at very high level.

4. The results of experts' comments to improve the program completely to enhance transformational leadership of primary school principals in TTH province.

After analyzed the experts' evaluations, mostly all six experts had high evaluation about the program and had some suggestions to improve the program completely. It was proved by the opinion of experts as follows: Firstly, Expert 2 commented that "the program with four workshops to enhance transformational leadership of primary school principals was very useful and possible. The purpose, content, activities, evaluation methods in those workshops were selected very appropriate". Besides, some experts gave some ideas to improve the program, the specific findings as follows: Expert 5 suggested that the activities of workshops should be designed based on some practical circumstance in primary schools. Expert 4 commented that workshops should be spent more time for group discussion, then draw the unity conclusion for each topic. For Expert 6, she suggested that "workshops should select some prestigious specialists and more experiences to share ideas and give the lectures".

Based on those result from the experts' evaluation about the suitability and feasibility of program and some suggestions in specific and in general about components of program, the program with four workshops were adjusted relevantly for primary schools in TTH province, Vietnam.



CHAPTER V

CONCLUSION

In this research, the existing situation and desired situation of transformational leadership of primary school principals were explored to find the development needs of primary school principals' transformational leadership, thereby developing program to enhance transformational leadership of primary school principals in TTH province, Vietnam. The research was found as follows:

1. Research objectives
2. Research results
3. Discussion of the results
4. Conclusion and recommendation

Research objectives

Following by the three research questions, there were also three objectives of this research that had come out as the following statements:

1. To investigate the components and indicators of transformational leadership of primary school principals in TTH province, Vietnam.
2. To explore the existing situation and and desired situation of transformational leadership of primary school principals in TTH province, Vietnam.
3. To develop the appropriate program to enhance transformational leadership of primary school principals in TTH province, Vietnam.

Research results

The entire results of this study were reported according to the following research objectives as follows:

1. The components and indicators of transformational leadership of primary school principals in TTH province, Vietnam.



There were four components and thirty-nine indicators of transformational leadership of primary school principals which were considered in order to conducting questionnaire comprised: Idealized influence (11 indicators), Inspirational motivation (9 indicators), Individualized consideration (9 indicators), and Intellectual stimulation (10 indicators).

2. Regarding the existing situation, desired situation and strategy to enhance of transformational leadership of primary school principals in TTH province, Vietnam, the results shows as follows:

2.1. The overall existing situation of primary school principals' transformational leadership was at the high level and the overall desired situation of primary school principals' transformational leadership was at the very high level.

2.2. Each component of existing situation of primary school principals' transformational leadership was at the high level. The highest mean score were Idealized influence, followed by Inspirational motivation, Individualized consideration, and Intellectual stimulation. Besides, the desired situation of primary school principals' transformational leadership were rated higher than the existing situation of primary school principals' transformational leadership. Particularly, the desired level of individualized consideration area was the most highly assessed, followed by inspirational motivation, intellectual stimulation, and idealized influence.

2.3. For the strategy to enhance transformational leadership of primary school principals in TTH province, the findings of research showed that most of the respondents selected workshop as kind of strategies in order to apply to enhance transformational leadership of primary school principals in TTH province.

3. In designing program to enhance transformational leadership of primary school principals in TTH province.

Based on the items of the gaps between existing situation and desired situation of primary school principals' transformational leadership, the researcher was developed the program with series of workshops in order to implement in primary schools in TTH province as follows. The workshops include four topics shown in Tables as follows:



Table 31 Workshop 1: Enhancing Idealized influence for primary school principals.

| Workshop 1: Enhancing Idealized influence for primary school principals. | |
|--|--|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of idealized influence. - Creating the forum for principals to share their reasoned views and practical experience on idealized influence in primary school leadership. |
| 2/ Contents | <p>The basic concepts of idealized influence of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Show the ability to create vision to solve the problems; - Display a sense of power and confidence; - Consider the moral and ethical consequences of decisions; - Emphasize the importance of having a collective sense of school mission. |
| 3/Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of idealized influence of primary school principals. - The instructor will present and analyze the essential knowledge on idealized influence affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences (All participants). |
| 4/ Learning outcomes | <p>At the end of the workshop the participants will be able to understand the essential knowledge on idealized influence and know how to apply that knowledge to enhance leadership role in primary school.</p> |
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of idealized influence in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | <p>Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to idealized influence in primary school leadership at the end of workshop.</p> |



Table 31 (continued)

| Workshop 1: Enhancing Idealized influence for primary school principals. | |
|--|---|
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 5 hours |

Table 32 Workshop 2: Enhancing Inspirational motivation for primary school principals.

| Workshop 2: Enhancing Inspirational motivation for primary school principals. | |
|---|--|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of Inspirational motivation. - Creating the forum for principals to share their reasoned views and practical experience on Inspirational motivation in primary school leadership. |
| 2/ Contents | <p>The basic concepts of Inspirational motivation of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Inspire teachers the high value performance at work; - Explain clearly about future school goals; - Discuss confidently about achieving goals. |
| 3/Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of Inspirational motivation of primary school principals. - The instructor will present and analyze the essential knowledge on Inspirational motivation affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences. |



Table 32 (continued)

| Workshop 2: Enhancing Inspirational motivation for primary school principals. | |
|---|---|
| 4/ Learning outcomes | At the end of the workshop the participants will be able to understand the essential knowledge on Inspirational motivation and know how to apply that knowledge to enhance leadership role in primary school. |
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of Inspirational motivation in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Inspirational motivation in primary school leadership at the end of workshop. |
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 4 hours |

Table 33 Workshop 3: Enhancing Individualized consideration for primary school principals.

| Workshop 3: Enhancing Individualized consideration for primary school principals. | |
|---|---|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of Individualized consideration. - Creating the forum for principals to share their reasoned views and practical experience on Individualized consideration in primary school leadership. |



Table 33 (continued)

| Workshop 3: Enhancing Individualized consideration for primary school principals. | |
|---|---|
| 2/ Contents | <p>The basic concepts of Individualized consideration of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Create a supportive climate in school; - Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them; - Help teachers to develop their strengths; - Encourage two-way communication, listens carefully to team member's ideas and suggestions; - Spend time coaching and mentoring teachers, especially, young teachers; - Influence constituents through mentoring and inspiration, rather than ordering or directing them. |
| 3/ Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of Individualized consideration of primary school principals. - The instructor will present and analyze the essential knowledge on Individualized consideration affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences. |
| 4/ Learning outcomes | At the end of the workshop the participants will be able to understand the essential knowledge on Individualized consideration and know how to apply that knowledge to enhance leadership role in primary school. |
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of Individualized consideration in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Individualized consideration in primary school leadership at the end of workshop. |



Table 33 (continued)

| Workshop 3: Enhancing Individualized consideration for primary school principals. | |
|---|---|
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 7 hours |

Table 34 Workshop 4: Enhancing Intellectual stimulation for primary school principals.

| Workshop 4: Enhancing Intellectual stimulation for primary school principals. | |
|---|--|
| 1/ Purpose | <p>The overall aims of the workshop are:</p> <ul style="list-style-type: none"> - Improving knowledge and abilities of primary school principals in the terms of Intellectual stimulation. - Creating the forum for principals to share their reasoned views and practical experience on Intellectual stimulation in primary school leadership. |
| 2/ Contents | <p>The basic concepts of Intellectual stimulation of transformational leadership enable the principals to reach the primary schools' success.</p> <ul style="list-style-type: none"> - Involve teachers in a constant discussion about their own professional personal goals; - Help teachers to reflect on new experiences; - Seek differing perspectives when solving problems; - Offer enough possibilities for teacher professional development; |



Table 34 (continued)

| Workshop 4: Enhancing Intellectual stimulation for primary school principals. | |
|---|--|
| 3/Strategies (Activities) | <ul style="list-style-type: none"> - Work in small group (7 participants / group) to discuss and present on the main ideas of Intellectual stimulation of primary school principals. - The instructor will present and analyze the essential knowledge on Intellectual stimulation affecting to the effectiveness of primary school leadership. - Discussing and sharing experiences. |
| 4/ Learning outcomes | At the end of the workshop the participants will be able to understand the essential knowledge on Intellectual stimulation and know how to apply that knowledge to enhance leadership role in primary school. |
| 5/ Training materials | <ul style="list-style-type: none"> - Documentation guidelines of basic concepts of Intellectual stimulation in primary school leadership. - Evaluation form. |
| 6/ Evaluation methods | Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Intellectual stimulation in primary school leadership at the end of workshop. |
| 7/ Target participants | <ul style="list-style-type: none"> - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in TTH province. - All principals who are working in primary schools in TTH province, Vietnam. |
| 8/ Location | At the meeting-hall in Le Loi primary school, Hue city, Vietnam. |
| 9/ Length (hours) | 6 hours |

Discussions

The entire discussion of the results of this research was discussed according to the research objectives sequences as follows:

1. The components and indicators of transformational leadership of primary school principals.



In the first phase, findings showed that there were four components of transformational leadership of primary school principals namely Idealized influence, Inspirational motivation, Individualized consideration, and Intellectual stimulation. And in the components of Idealized influence, eleven indicators of transformational leadership of primary school principals were agreed by the respondents consist of: displaying a sense of power and confidence; being a role model who generates admiration, respect, and trust; demonstrating persistence, determination and a willingness to take risks; talking about the most important values and beliefs; specifying the importance of having a strong sense of purpose; considering the moral and ethical consequences of decisions; emphasizing the importance of having a collective sense of school mission; acting in ways that builds respect and trust; showing the ability to create vision to solve the problems; influencing teachers to think about common goal; and goes beyond self-interest for the good of the school. For the component of inspirational motivation, the respondents believed that talking positively about the future goals of school; showing enthusiasm about what needs to be done; explaining clearly about future school goals; discussing confidently about achieving goals; explaining in specific details who is responsible for performance goals at school; motivating teachers not to think of own self- interest; motivating teachers to devote themselves for school development; inspiring teachers the high value performance at work; and expressing satisfaction and excitement when staff members meet expectations and/or goals as the indicators. All the respondents accepted that the indicators including: treating teachers as individuals rather than just as a member of the school; helping teachers to develop their strengths; helping teachers talk about their feelings; spending time coaching and mentoring teachers, especially, young teachers; creating a supportive climate in school; recognizing and accepting individual differences, needs and desires, and adjust leadership to accommodate them; encouraging two-way communication, listens carefully to team member's ideas and suggestions; influencing constituents through mentoring and inspiration, rather than ordering or directing them; and showing appreciation when a teacher takes initiatives to improve the education were important indicators of individualized consideration. Finally, in the aspect of Intellectual stimulation, the respondents agreed that ten indicators consist of: encouraging teachers to experiment with new didactic strategies; involving teachers in a



constant discussion about their own professional personal goals; helping teachers to reflect on new experiences; motivating teachers to look for and discuss new information and ideas that are relevant to the school's development; stimulating teachers to constantly think about how to improve the school; offering enough possibilities for teacher professional development; helping teachers talk about and explain their personal views on education; getting others to look at problems from many different; seeking differing perspectives when solving problems; and do not publicly criticize individuals' mistakes as important indicators of primary school principals' transformational leadership.

2. The existing situation and desired situation of primary school principals' transformational leadership.

The findings found that the existing situation of transformational leadership of primary school principals were rated at high level of performance including Idealized influence, followed by Inspirational motivation, Individualized consideration, and Intellectual stimulation. This indicated that primary school principals in TTH province had good basic abilities at all transformational leadership areas.

The desired situation of transformational leadership of primary school in TTH province: the findings explored that the majority of respondents showed their highly needs and aspirations in term of Individualized consideration, followed by Intellectual stimulation, Idealized influence, Inspirational motivation. They believed that those transformational leadership aspects were very essential for the school principals' success and mostly rated four transformational leadership areas at very high level. This indicated that respondents highly desired to perfect transformational leadership abilities in order to be successful school leadership as well as improve the quality of education in primary schools in TTH province.

2.1. Idealized influence

The existing situation of primary school principals' transformational leadership in TTH province was rated at high level in term of idealized influence. It was rated the highest among four transformational leadership areas. As it was considered in each item, it remained high level except the item of displaying a sense of power and confidence at medium level. Those items are displaying a sense of power and confidence; being a role model who generates admiration, respect, and trust;



demonstrating persistence, determination and a willingness to take risks; talking about the most important values and beliefs; specifying the importance of having a strong sense of purpose; considering the moral and ethical consequences of decisions; emphasizing the importance of having a collective sense of school mission; acting in ways that builds respect and trust; showing the ability to create vision to solve the problems; influencing teachers to think about common goal; and goes beyond self-interest for the good of the school. This leadership can build the trust and faith between leaders and colleagues and followers. They can apply the theories which they had learned to lead the schools to move forwards and influence the followers to join hands for reaching the goals. As long as followers are satisfied with leaders, they might not think about their own interest. It was in line with the study of Avolio (1994), Bass & Riggio (2006). However, most respondents in primary schools in TTH province rated at very high desired level. In this research, the ability of considering the moral and ethical consequences of decisions; emphasizing the importance of having a collective sense of school mission; and showing the ability to create vision to solve the problems were mostly at highly considered.

2.2. Inspirational motivation

The existing situation of primary school principals' transformational leadership in TTH province was rated at high level in term of inspirational motivation. As it was considered in each item, it remained high level except the item of inspiring teachers the high value performance at work. Those items are talking positively about the future goals of school; showing enthusiasm about what needs to be done; explaining clearly about future school goals; discussing confidently about achieving goals; explaining in specific details who is responsible for performance goals at school; motivating teachers not to think of own self- interest; motivating teachers to devote themselves for school development; inspiring teachers the high value performance at work; and expressing satisfaction and excitement when staff members meet expectations and/or goals. It was compliant with the study done by the study of Bass and Riggio (2006) presented more on this component the way in which leaders behave to motivate and inspire the followers around them by providing meaning and understanding to challenge their followers' work. On the whole, primary school principals in TTH province are good at this aspect of transformational leadership



because they can realize the followers' need inspire the followers. However, primary school principals should be developed more to achieve the highest level, especially, the ability of explaining clearly about future school goals and inspiring teachers the high value performance at work.

2.3. Individualized consideration

Overall, the existing situation of primary school principals' transformational leadership in TTH province was rated at high level in term of individualized consideration. As making a consideration in each item, it was seen at high level of transformational leadership. They pay much particular attention to each individual need for achievement, define the need for strength of others, and help teachers to reach the high level of potential needs successfully and help teachers take the responsibility for their own development. This component of transformational leadership, the school principals have the high ability to pays personal attention to each individual's needs for achievement and growth, treats each employee individually coaches and advises. More importantly, school principals determine the needs and strength of others, using this knowledge and acting as mentors, transformational leaders help the followers and colleagues develop successively higher levels of potential and take responsibility for their own development. It was compliant with the study of Bass & Avolio (1994) and Northouse (2010). In this research, the desired situation of this aspect was rated the highest among four transformational leadership areas, at very high level. This indicated that primary school principals had high needs in improving their transformational leadership in term of individualized consideration, especially, the ability of creating a supportive climate in school; influencing constituents through mentoring and inspiration, rather than ordering or directing them; and helping teachers to develop their strengths.

2.4. Intellectual stimulation

The existing situation of this area were rated the lowest among four transformational leadership areas. However, mostly respondents believed that these items were important and they showed their very high desired. In this current research, intellectual stimulation consisted of the items of encouraging teachers to experiment with new didactic strategies; involving teachers in a constant discussion about their own professional personal goals; helping teachers to reflect on new experiences; motivating



teachers to look for and discuss new information and ideas that are relevant to the school's development; stimulating teachers to constantly think about how to improve the school; offering enough possibilities for teacher professional development; helping teachers talk about and explain their personal views on education; getting others to look at problems from many different; seeking differing perspectives when solving problems and do not publicly criticize individuals' mistakes. It was similar to Bass & Avolio (1994) study on intellectual stimulation and has defined that leaders stimulate followers to be innovative and creative by questioning old assumptions, traditions and beliefs; reframing problems; and approaching old situation in new ways and leaders challenge the followers to explore creativity, new procedures and programs, and solve difficult problems; foster unlearning and eliminate the fixation on old way of doing things; and refrain from the publicly criticizing individual members for mistakes and it addresses the problem of creativity.

In conclusion, the obtained findings showed that respondents in primary schools in TTH province were rated Idealized influence, Inspirational motivation, Individualized consideration, Intellectual stimulation at very high desired level. However, the level of desired situation of each area was different. This indicated that the four transformational leadership areas were very important and essential for primary school principals in TTH province.

Additionally, the needs for the development of primary school principals' transformational leadership or the gaps between what the principals and teachers desired or considered to be important to transformational leadership areas were identified through PNI modified. The results found that the highest modified PNI value was 0.42 and the lowest value was 0.16. Among these, the items of transformational leadership areas had mean score was the lowest of existing situation level, the highest of desired situation level and modified PNI value of 0.30 or higher were seventeen items. This indicates that these items of transformational leadership are required to be improved urgently.

As a result, the result of the survey about transformational leadership of primary school principals in TTH province is good and reasonable evidence in order to help the researcher develop a program to enhance transformational leadership of



primary school principals, as contribution to improve more their effective leadership in primary schools.

3. The program to enhance transformational leadership of primary school principals in TTH province, Vietnam.

Based on the result of the existing situation, desired situation and some suggestions about strategies to enhance transformational leadership of primary school principals, the program as series of workshops of all transformational leadership areas were provided to enhance transformational leadership for school principals in TTH province. Furthermore, all these workshops were developed with the evaluation and suggestions of the experts have experience and knowledge. The suitability and feasibility of the application program in primary schools in TTH province were measured at very high level.

Conclusions and recommendations

In conclusion, this research based on the Research and Development method including survey research with 140 school principals and 140 teachers in primary school in TTH province and qualitative research method with 06 experts have experience and knowledge to evaluate the suitability and feasibility of application program. The results of this research allow us to draw several conclusions about the validity of the primary school principals in TTH province, Vietnam. The obtained findings showed that the existing situation of primary school principals' transformational leadership were at high level of performance, while their desired situation were at very high level. Four transformational leadership areas were considered as very important and essential components by primary school principals. From there, the needs for the development of primary school principals' transformational leadership or the gaps between what the principals and teachers desired or considered to be important to transformational leadership areas were identified through PNI modified. The results presented that the largest and most significant difference between the existing situation level and desired situation level of transformational leadership occurred in the areas of Individualized consideration and Intellectual stimulation where desired level was rated higher and the existing level was rated lower, followed by Inspirational motivation and Idealized



influence. It was showed that the gaps of four areas of transformational leadership were not too large distance, but these four transformational leadership areas should be developed more to achieve the highest level of performance.

Based on the findings of respondents' needs, transformational leadership development for primary school principals in TTH province should be focused on developing all transformational leadership areas, in which include the areas of Idealized influence, Inspirational motivation, Individualized consideration and Intellectual stimulation. Primary school principals who are able to develop all these transformational leadership areas described above would position themselves for future career success. The suitability and feasibility of the application program in TTH province were measured at very high level by six experts. Furthermore, the experts also had high evaluation about the program. It was proved by the opinion of experts. Workshops will be of variable length depending on the contents and depth of work required for each topic. The course will be taught using a combination of formal lectures, group and plenary discussion, brainstorming, case studies etc. Thus, the teaching and learning will be highly participatory, giving ample opportunity to share and learn from the instruction, materials and other participants.

1. Implications

The program with the series of four workshops is very suitable and feasible to apply in order to enhance transformational leadership of primary school principals in TTH province. Therefore, it should widen the future research by implementing this research to primary school in TTH province.

2. Suggestion for future researches

The findings from this research are expected to provide a basis for fundamental training transformational leadership programs for school principals as well as for further study on transformational leadership of school principals. The program for enhancing transformational leadership of school principals should be focused and implemented in primary schools in order to enhance leadership role of principals in particular as well as improve the educational quality in general.



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APPENDICES



APPENDIX A
IOC RESULTS OF QUESTIONNAIRE



Result of IOC's Score from Five Experts
Assessment of the Questionnaire of Transformational Leadership of Primary School
Principals

Part 2: The Existing Situation and Desired Situation of Transformational Leadership of Primary School Principals in Thua Thien Hue Province.

| Items | Transformational leadership of Primary School Principals | IOC's score | Suitability level |
|--|--|----------------|----------------------|
| <i>Idealized influence</i> | | | |
| 1 | Display a sense of power and confidence. | 1 | Suitable |
| 2 | Be a role model who generates admiration, respect, and trust. | 1 | Suitable |
| 3 | Demonstrate persistence, determination and a willingness to take risks. | 1 | Suitable |
| 4 | Talk about the most important values and beliefs. | 1 | Suitable |
| 5 | Specify the importance of having a strong sense of purpose. | 1 | Suitable |
| 6 | Consider the moral and ethical consequences of decisions. | 1 | Suitable |
| 7 | Emphasize the importance of having a collective sense of school mission. | 1 | Suitable |
| 8 | Act in ways that builds respect and trust. | 1 | Suitable |
| 9 | Show the ability to create vision to solve the problems. | 1 | Suitable |
| 10 | Influence teachers to think about common goal. | 1 | Suitable |
| 11 | Go beyond self-interest for the good of the school. | 1 | Suitable |
| <i>Inspirational motivation</i> | | | |
| 1 | Talk positively about the future goals of school. | 1 | Suitable |
| 2 | Shows enthusiasm about what needs to be done. | 1 | Suitable |



| Items | Transformational leadership of Primary School Principals | IOC's score | Suitability level |
|--|--|----------------|----------------------|
| 3 | Explain clearly about future school goals. | 1 | Suitable |
| 4 | Discuss confidently about achieving goals. | 1 | Suitable |
| 5 | Explain in specific details who is responsible for performance goals at school. | 1 | Suitable |
| 6 | Motivate teachers not to think of own self- interest. | 1 | Suitable |
| 7 | Motivate teachers to devote themselves for school development. | 1 | Suitable |
| 8 | Inspire teachers the high value performance at work. | 1 | Suitable |
| 9 | Express satisfaction and excitement when staff members meet expectations and/or goals. | 1 | Suitable |
| <i>Individualized consideration</i> | | | |
| 1 | Treat teachers as individuals rather than just as a member of the school. | 1 | Suitable |
| 2 | Help teachers to develop their strengths. | 1 | Suitable |
| 3 | Help teachers talk about their feelings. | 1 | Suitable |
| 4 | Spend time coaching and mentoring teachers, especially, young teachers. | 1 | Suitable |
| 5 | Create a supportive climate in school. | 1 | Suitable |
| 6 | Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them. | 1 | Suitable |
| 7 | Encourage two-way communication, listens carefully to team member's ideas and suggestions. | 1 | Suitable |
| 8 | Influence constituents through mentoring and inspiration, rather than ordering or directing them. | 1 | Suitable |
| 9 | Show appreciation when a teacher takes initiatives to improve the education. | 1 | Suitable |



| Items | Transformational leadership of Primary School Principals | IOC's score | Suitability level |
|-------|--|----------------|----------------------|
| | <i>Intellectual stimulation</i> | | |
| 1 | Encourage teachers to experiment with new didactic strategies. | 1 | Suitable |
| 2 | Involve teachers in a constant discussion about their own professional personal goals. | 1 | Suitable |
| 3 | Help teachers to reflect on new experiences. | 1 | Suitable |
| 4 | Motivate teachers to look for and discuss new information and ideas that are relevant to the school's development. | 1 | Suitable |
| 5 | Stimulate teachers to constantly think about how to improve the school. | 1 | Suitable |
| 6 | Offer enough possibilities for teacher professional development. | 1 | Suitable |
| 7 | Help teachers talk about and explain their personal views on education. | 1 | Suitable |
| 8 | Get others to look at problems from many different. | 1 | Suitable |
| 9 | Seek differing perspectives when solving problems. | 1 | Suitable |
| 10 | Do not publicly criticize individuals' mistakes. | 1 | Suitable |

Part 3: Question about strategies and suggestions to enhance transformational leadership of primary school principal in Thua Thien Hue province, Vietnam.

| Items | Questions | IOC's score | Suitability level |
|-------|--|----------------|----------------------|
| 1 | For the current context of primary education in Thua Thien Hue province, what kind of strategies that you prefer to apply to enhance transformational leadership of primary school principals? | 1 | Suitable |



APPENDIX B
Questionnaire in English Version



Questionnaire Survey of a Research Study

Title: “Developing a program to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam”

Direction:

1. The questionnaire is divided into three sections:

Section 1: Questions about general information

Section 2: Questions about existing and desired situations of transformational leadership of primary school principals.

Section 3: Question about strategies and suggestions to enhance transformational leadership of primary school principal in Thua Thien Hue province, Vietnam.

2. Your answers to all questions are highly important for the data analysis and the completion of this research study.
3. Your participation in this study will be kept highly confidential. The research information will not be discussed or shared in any forms with anyone other than the researcher.
4. You are assured that your views on the content of this survey shall not be used in a way that might cause damage to your reputation as an individual or otherwise, integrity, emotions, or indeed professional conduct.
5. Your participation is voluntary and you are free to withdraw from the process at any point for the survey questionnaire.
6. Should you have any inquiries regarding this research study, please contact the researcher, Mr. Nguyen Quang Ve, at ASEAN Classroom Program (ACP), Faculty of Education, Mahasarakham University, Thailand 44150, Tel: +84905271450, E-mail: venguyenquang@gmail.com.

Thank you for taking to answer this questionnaire survey.

Nguyen Quang Ve

Master of Educational Administration

Faculty of Education, Mahasarakham University



Questionnaire Survey of a Research Study

Title: “Developing a program to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam”

(For primary school principals and teachers)

This survey aims to identify the existing situation and desired situation of transformational leadership of primary school principals in order to develop program to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam. The collected data is for the purpose of the study, NOT for any other purposes. Therefore, your cooperation plays an important role in my research. Please answer the following questions by ticking [✓] in the box [] you choose or writing your own answers clearly.

Section 1: Please complete the following demographic questions.

1. What is your gender?

☐ Male

☐ Female

2. What is your current Age Group?

☐ Under 30 years old

☐ 30-40 years old

☐ 41-50 years old

☐ Over 50 years old

3. What is your current position?

☐ Principal

☐ Teacher

4. How many years have you held your current position?

☐ Under 5years old

☐ 5-10 years old

☐ Over 10 years old

Section 2: Survey Questions on school principals’ transformational leadership

Direction

1. For each transformational leadership ability area below, please rate existing situation level and desired situation level. Please tick [✓] in the box [] that you think it is suitable to you.

2. If you are the school principal, how do you rate your transformational leadership level?

3. If you are the teacher, how do you rate your school principals’ transformational leadership level?



The existing situation level and desired situation level of each ability are rated basing on the following five rating scales:

Existing situation level

- 1: Very Low
- 2: Low
- 3: Medium
- 4: High
- 5: Very High

Desired situation level

- 1. Very Undesirable
- 2: Undesirable
- 3: Neutral
- 4: Desirable
- 5: Very Desirable

| Items | Transformational leadership | Existing performance level | | | | | Desired performance level | | | | |
|-------|--|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | Idealized influence | | | | | | | | | | |
| 1 | Display a sense of power and confidence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Be a role model who generates admiration, respect, and trust. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Demonstrate persistence, determination and a willingness to take risks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Talk about the most important values and beliefs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Specify the importance of having a strong sense of purpose. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Consider the moral and ethical consequences of decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Emphasize the importance of having a collective sense of school mission. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Acts in ways that builds respect and trust. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Show the ability to create vision to solve the problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Influence teachers to think about common goal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| Items | Transformational leadership | Existing performance level | | | | | Desired performance level | | | | |
|-------|--|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 11 | Goes beyond self-interest for the good of the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inspirational motivation | | | | | | | | | | |
| 1 | Talks positively about the future goals of school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Shows enthusiasm about what needs to be done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explains clearly about future school goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Discusses confidently about achieving goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Explains in specific details who is responsible for performance goals at school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Motivate teachers not to think of own self- interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Motivate teachers to devote themselves for school development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Inspire teachers the high value performance at work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Expresses satisfaction and excitement when staff members meet expectations and/or goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Individualized consideration | | | | | | | | | | |
| 1 | Treat teachers as individuals rather than just as a member of the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Help teachers to develop their strengths. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Helps teachers talk about their feelings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| Items | Transformational leadership | Existing performance level | | | | | Desired performance level | | | | |
|-------|---|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4 | Spend time coaching and mentoring teachers, especially, young teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Create a supportive climate in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Recognize and accept individual differences, needs and desires, and adjust leadership to accommodate them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Encourage two-way communication, listens carefully to team member's ideas and suggestions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Influence constituents through mentoring and inspiration, rather than ordering or directing them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Shows appreciation when a teacher takes initiatives to improve the education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Intellectual stimulation | | | | | | | | | | |
| 1 | Encourages teachers to experiment with new didactic strategies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Involves teachers in a constant discussion about their own professional personal goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Helps teachers to reflect on new experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Motivates teachers to look for and discuss new information and ideas that are relevant to the school's development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Stimulates teachers to constantly think about how to improve the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Offers enough possibilities for teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| Items | Transformational leadership | Existing performance level | | | | | Desired performance level | | | | |
|-------|--|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | professional development. | | | | | | | | | | |
| 7 | Helps teachers talk about and explain their personal views on education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Gets others to look at problems from many different. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Seeks differing perspectives when solving problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Do not publicly criticize individuals' mistakes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section 3: Question about strategies and suggestions to enhance transformational leadership of primary school principal in Thua Thien Hue province, Vietnam.

Question 1: For the current context of primary education in Thua Thien Hue province, what kind of strategies that you prefer to apply to enhance transformational leadership of primary school principals? (*Can select more than 1 option*)

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Workshop | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Training | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Short-course | <input type="checkbox"/> Others forms:..... |

Thank you for your cooperation!



APPENDIX C
Questionnaire in Vietnamese Version



PHIẾU KHẢO SÁT

Xây dựng chương trình nâng cao khả năng lãnh đạo chuyển đổi của hiệu trưởng các trường tiểu học trên địa bàn tỉnh Thừa Thiên Huế, Việt Nam.

(Dành cho hiệu trưởng và giáo viên)

Mục đích của đề tài là xây dựng chương trình nhằm phát triển khả năng lãnh đạo chuyển đổi của hiệu trưởng các trường tiểu học trên địa bàn tỉnh Thừa Thiên Huế. Phiếu khảo sát gồm ba phần: câu hỏi về thông tin cá nhân, câu hỏi về khả năng lãnh đạo chuyển đổi (phần đánh giá mức độ hiện tại và mức độ mong muốn đạt được) và các câu hỏi lấy ý kiến để giúp cho việc xác định chiến lược nhằm nâng cao khả năng lãnh đạo chuyển đổi của hiệu trưởng các trường tiểu học trong tương lai. Dữ liệu thu được chỉ dành cho mục đích nghiên cứu khoa học, KHÔNG vì mục đích nào khác. Do đó, sự cộng tác của quý Thầy/Cô đóng vai trò rất quan trọng cho nghiên cứu của chúng tôi.

Xin quý Thầy/Cô vui lòng trả lời những câu hỏi dưới đây bằng cách đánh dấu [✓] vào ô [□] thể hiện ý kiến phù hợp với quý Thầy/Cô hoặc viết câu trả lời của mình vào phần để trống.

Phần 1: Xin quý Thầy/Cô vui lòng cho biết một số thông tin cá nhân

Câu 1. Giới tính của Thầy/Cô:

☐ Nam

☐ Nữ

Câu 2. Độ tuổi của Thầy/Cô :

☐ Dưới 30 tuổi

☐ Từ 30 đến 40 tuổi

☐ Từ 41 đến 50 tuổi

☐ Trên 50 tuổi

Câu 3. Vị trí hiện tại của Thầy/Cô:

☐ Hiệu trưởng

☐ Giáo viên

Câu 4. Kinh nghiệm công tác ở vị trí hiện tại của Thầy/Cô:

☐ Dưới 5 năm

☐ Từ 5 đến 10 năm

☐ Trên 10 năm

Phần 2: Đối với khả năng lãnh đạo chuyển đổi được liệt kê dưới đây, xin quý Thầy/Cô vui lòng đánh giá **mức độ hiện tại** và **mức độ mong muốn** đạt được của từng khả năng của người hiệu trưởng ở hai cột phía bên phải.

Ghi chú: Nếu Thầy/Cô là hiệu trưởng nhà trường, hãy tự đánh giá khả năng lãnh đạo của bản thân.

Nếu Thầy/Cô là giáo viên, hãy đánh giá khả năng lãnh đạo của hiệu trưởng nhà trường nơi quý Thầy/Cô đang công tác.



Mức độ hiện tại và mức độ mong muốn của mỗi khả năng được đánh giá bằng việc sử dụng thang đo sau:

Mức độ khả năng hiện tại

- 1: Kém
- 2: Yếu
- 3: Trung bình
- 4: Khá
- 5: Tốt

Mức độ mong muốn phát triển khả năng

- 1: Hoàn toàn không mong muốn
- 2: Không mong muốn
- 3: Bình thường
- 4: Mong muốn
- 5: Rất mong muốn

| TT | Khả năng lãnh đạo chuyển đổi | Mức độ hiện tại | | | | | Mức độ mong muốn | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | Hấp dẫn | | | | | | | | | | |
| 1 | Luôn thể hiện là người có quyền lực và tự tin. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Là hình mẫu tạo ra sự ngưỡng mộ, kính trọng và tin tưởng. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Thể hiện sự kiên trì, quyết tâm và sẵn sàng chấp nhận rủi ro. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Luôn nói về những giá trị và niềm tin quan trọng nhất. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Xác định rõ tầm quan trọng của việc phải có được cảm xúc mạnh mẽ khi thực hiện nhiệm vụ, mục tiêu. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Cân nhắc, xem xét các quyết định một cách hợp tình, hợp lý, có đạo đức. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Nhấn mạnh tầm quan trọng trong việc có ý thức tập thể với sứ mạng của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Hành động theo nhiều cách khác nhau để xây dựng sự tôn trọng và tín nhiệm. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Thể hiện khả năng tạo ra tầm nhìn trong giải quyết các vấn đề của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Ảnh hưởng lên giáo viên để suy nghĩ về | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| TT | Khả năng lãnh đạo chuyển đổi | Mức độ hiện tại | | | | | Mức độ mong muốn | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | mục tiêu chung của nhà trường. | | | | | | | | | | |
| 11 | Hy sinh sở thích và lợi ích cá nhân cho những điều tốt đẹp của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Truyền cảm hứng | | | | | | | | | | |
| 1 | Luôn nói chuyện tích cực, lạc quan về tương lai của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Thể hiện sự nhiệt tình hăng hái về những điều cần phải được thực hiện. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Giải thích rõ ràng về mục tiêu tương lai của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Thảo luận tự tin về việc đạt được các mục tiêu. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Giải thích chi tiết, cụ thể trách nhiệm của từng cá nhân trong thực hiện các mục tiêu của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Khuyến khích giáo viên không nghĩ đến những lợi ích cá nhân. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Khuyến khích giáo viên cam kết vì sự phát triển của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Truyền cảm hứng cho giáo viên thực hiện có giá trị cao trong công việc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Bày tỏ sự hài lòng và hứng thú khi giáo viên đáp ứng sự mong đợi hoặc mục tiêu. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Quan tâm đến từng cá nhân | | | | | | | | | | |
| 1 | Đôi xử với giáo viên như một đồng nghiệp hơn là giữa cấp trên đối với cấp dưới. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Giúp giáo viên phát triển các thế mạnh của họ. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Giúp giáo viên nói về cảm xúc của họ. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Dành thời gian cho việc hướng dẫn, tư vấn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| TT | Khả năng lãnh đạo chuyển đổi | Mức độ hiện tại | | | | | Mức độ mong muốn | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | cho giáo viên, đặc biệt là giáo viên trẻ. | | | | | | | | | | |
| 5 | Tạo ra bầu không khí hỗ trợ lẫn nhau trong nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Nhận ra và chấp nhận sự khác biệt cá nhân, nhu cầu và mong muốn, và điều chỉnh, thiết lập sự lãnh đạo để thích nghi với điều đó. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Khuyến khích giao tiếp hai chiều, biết lắng nghe những ý tưởng và đề nghị của các thành viên trong nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Anh hưởng đến cấp dưới thông qua tư vấn và là nguồn cảm hứng hơn là sự sắp xếp và chỉ đạo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Cho thấy sự đánh giá cao khi một giáo viên có sáng kiến cải tiến giáo dục. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Kích thích thông minh | | | | | | | | | | |
| 1 | Khuyến khích giáo viên thử nghiệm các phương pháp, chiến lược dạy học mới. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Cùng với giáo viên thảo luận về các mục tiêu nghề nghiệp cá nhân của họ. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Giúp giáo viên suy ngẫm về những trải nghiệm mới. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Thúc đẩy giáo viên tìm kiếm và thảo luận những thông tin và ý tưởng mới có liên quan đến sự phát triển của nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Khuyến khích giáo viên liên tục suy nghĩ làm thế nào để cải thiện nhà trường. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Tạo đầy đủ cơ hội cho giáo viên phát triển nghề nghiệp. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Giúp giáo viên nói ra và giải thích quan điểm cá nhân của họ về giáo dục. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| TT | Khả năng lãnh đạo chuyển đổi | Mức độ hiện tại | | | | | Mức độ mong muốn | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8 | Khuyến người khác nêu các nhìn vấn đề từ nhiều khía cạnh. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Tìm kiếm các viễn cảnh khác nhau khi giải quyết các vấn đề. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Không công khai chỉ trích những sai lầm cá nhân. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Phần 3: Xin Quý Thầy/Cô cho biết ý kiến về các chiến lược, hình thức để nâng cao khả năng lãnh đạo chuyển đổi của hiệu trưởng các trường tiểu học trên địa bàn tỉnh TTH.

Câu 1. Theo quý Thầy/Cô các hình thức nào sau đây có thể được áp dụng để nâng cao khả năng lãnh đạo cho hiệu trưởng các trường tiểu học trên địa bàn tỉnh Thừa Thiên Huế? *(Thầy/Cô có thể lựa chọn nhiều phương án)*

- ☐ Tổ chức Hội thảo
- ☐ Tư vấn
- ☐ Đào tạo
- ☐ Huấn luyện
- ☐ Khóa học ngắn hạn
- ☐ Các hình thức khác:.....

Xin chân thành cảm ơn sự hợp tác, giúp đỡ của quý Thầy/Cô.



APPENDIX D
Evaluation form in English Version



EVALUATION FORM
ON WORKSHOP TO ENHANCE TRANSFORMATIONAL LEADERSHIP OF
PRIMARY SCHOOL PRINCIPALS IN THUA THIEN HUE PROVINCE
(For primary school principals)

I. Purpose

- Evaluating the suitability and feasibility of the workshop to implement in order to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam.

II. The content of thesis

- **The title of thesis:** Developing a program to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam.

- **Researcher: Nguyen Quang Ve**, Master degree in the major of Educational administration in the academic year 2014-2016, Asean Classroom Program, Faculty of Education, Mahasarakham University, Thailand.

- **Advisor: Asst. Prof. Dr. Sangkom Pumipuntu**, Faculty of Education - Mahasarakham University, Thailand.

In order to perfect the objective of the research on “*Developing a program to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam*”, we would like to receive the experts’ evaluation and suggestions on the suitability and feasibility of workshop and complete it before implementing in Thua Thien Hue province, Vietnam. Please answer the following questions by ticking (✓) which one you choose or writing your own answers clearly. Evaluation form include two parts: questions about experts, workshop (the suitability and feasibility of workshop) and some comments to complete it.

Thank you for your cooperation!

Researcher

Nguyen Quang Ve



Part 1: The contents of workshop based on the result of surey about the level of existing and desired situations of transformational leadership of primary school principals in TTH province, Vietnam. The purpose of the workshop aims to improve transformational leadership of primary school principals. For each content of workshop, please rate your opinions about the suitability and feasibility of workshop in order to implement in primary schools in TTH province, Vietnam. Please tick [✓] in the number that you think it is suitable to you.

Workshop includes 4 topics as follows:

Workshop 1: Enhancing Idealized influence for primary school principals.

Workshop 2: Enhancing Inspirational motivation for primary school principals.

Workshop 3: Enhancing Individualized consideration for primary school principals.

Workshop 4: Enhancing Intellectual stimulation for primary school principals.

The suitability and feasibility level of workshop are rated on the following five rating scales:

The suitability level of workshop

5. Very suitable
4. Suitable
3. Undecided
2. Unsuitable
1. Very unsuitable

The feasibility level of workshop

5. Very feasible
4. Feasible
3. Undecided
2. Infeasible
1. Very infeasible

| Items | Evaluation items of workshop | The suitability level | The feasibility level |
|---|-------------------------------|-----------------------|-----------------------|
| I. | Rationales (content attached) | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| II. | Four workshops | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Workshop 1: Enhancing Idealized influence for primary school principals.</u> | | | |
| 1/Purpose | | | |
| - Improving knowledge and abilities of primary school principals in the terms of Idealized influence. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Creating the forum for principals to share their reasoned views and practical | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



| | | |
|---|-----------|-----------|
| experience on Idealized influence in primary school leadership. | | |
| 2/ Contents (The basic concepts of Idealized influence of transformational leadership enable the principals to reach the primary schools' success). | | |
| - Showing the ability to create vision to solve the problems; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Displaying a sense of power and confidence; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Considering the moral and ethical consequences of decisions; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Emphasizing the importance of having a collective sense of school mission. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Training methods (Activities) | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Idealized influence of primary school principals. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - The instructor will present and analyze the essential knowledge on Idealized influence affecting to the effectiveness of primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Discussing and sharing experiences. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 4/ Learning outcomes | | |
| At the end of the workshop, the participants will be able to understand the essential knowledge on Idealized influence and know how to apply those knowledges to enhance leadership role in primary school. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 5/ Training materials | | |
| - Documentation guidelines of basic concepts of Idealized influence in primary | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



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| school leadership. | | |
| - Evaluation form. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 6/ Evaluation methods | | |
| Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Idealized influence in primary school leadership at the end of workshop. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Target participants | | |
| - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in Thua Thien Hue province. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - All principals who are working in primary schools in Thua Thien Hue province, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 8/ Location | | |
| At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 9/ Length (hours) | | |
| 6 hours | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Workshop 2: Enhancing Inspirational motivation for primary school principals.</u> | | |
| 1/Purpose | | |
| - Improving knowledge and abilities of primary school principals in the terms of Inspirational motivation. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Creating the forum for principals to share their reasoned views and practical experience on Inspirational motivation in | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



| | | |
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| primary school leadership. | | |
| 2/ Contents (The basic concepts of Inspirational motivation of transformational leadership enable the principals to reach the primary schools' success). | | |
| - Inspiring teachers the high value performance at work; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Explaining clearly about future school goals; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Discussing confidently about achieving goals. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Training methods (Activities) | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Inspirational motivation of primary school principals. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - The instructor will present and analyze the essential knowledge on Inspirational motivation affecting to the effectiveness of primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Discussing and sharing experiences. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 4/ Learning outcomes | | |
| At the end of the workshop, the participants will be able to understand the essential knowledge on Inspirational motivation and know how to apply those knowledges to enhance leadership role in primary school. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 5/ Training materials | | |
| - Documentation guidelines of basic concepts of Inspirational motivation in primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Evaluation form. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



| | | |
|--|-----------|-----------|
| 6/ Evaluation methods | | |
| Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Inspirational motivation in primary school leadership at the end of workshop. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Target participants | | |
| - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in Thua Thien Hue province. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - All principals who are working in primary schools in Thua Thien Hue province, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 8/ Location | | |
| At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 9/ Length (hours) | | |
| 4 hours. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Workshop 3: Enhancing Individualized consideration for primary school principals.</u> | | |
| 1/Purpose | | |
| - Improving knowledge and abilities of primary school principals in the terms of Individualized consideration. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Creating the forum for principals to share their reasoned views and practical experience on Individualized consideration in primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 2/ Contents (The basic concepts of Individualized consideration of transformational | | |



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| leadership enable the principals to reach the primary schools' success). | | |
| - Creating a supportive climate in school; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Recognizing and accept individual differences, needs and desires, and adjust leadership to accommodate them; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Helping teachers to develop their strengths; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Encouraging two-way communication, listens carefully to team member's ideas and suggestions; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Spending time coaching and mentoring teachers, especially, young teachers; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Influencing constituents through mentoring and inspiration, rather than ordering or directing them. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Training methods (Activities) | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Individualized consideration of primary school principals. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - The instructor will present and analyze the essential knowledge on Individualized consideration affecting to the effectiveness of primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Discussing and sharing experiences. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 4/ Learning outcomes | | |
| At the end of the workshop, the participants will be able to understand the essential knowledge on Individualized consideration and know how to apply those knowledges to enhance leadership role in | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



| | | |
|--|-----------|-----------|
| primary school. | | |
| 5/ Training materials | | |
| - Documentation guidelines of basic concepts of Individualized consideration in primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Evaluation form. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 6/ Evaluation methods | | |
| Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Individualized consideration in primary school leadership at the end of workshop. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Target participants | | |
| - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in Thua Thien Hue province. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - All principals who are working in primary schools in Thua Thien Hue province, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 8/ Location | | |
| At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 9/ Length (hours) | | |
| 7 hours. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Workshop 4: Enhancing Intellectual stimulation for primary school principals.</u> | | |
| 1/ Purpose | | |
| - Improving knowledge and abilities of primary school principals in the terms of | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



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|---|-----------|-----------|
| Intellectual stimulation. | | |
| - Creating the forum for principals to share their reasoned views and practical experience on Intellectual stimulation in primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 2/ Contents (The basic concepts of Intellectual stimulation of transformational leadership enable the principals to reach the primary schools' success). | | |
| - Involving teachers in a constant discussion about their own professional personal goals; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Helping teachers to reflect on new experiences; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Seeking differing perspectives when solving problems; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Offering enough possibilities for teacher professional development; | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Training methods (Activities) | | |
| - Work in small group (7 participants / group) to discuss and present on the main ideas of Intellectual stimulation of primary school principals. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - The instructor will present and analyze the essential knowledge on Intellectual stimulation affecting to the effectiveness of primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Discussing and sharing experiences. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 4/ Learning outcomes | | |
| At the end of the workshop, the participants will be able to understand the essential knowledge on Intellectual stimulation and know how to apply those | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



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| knowledges to enhance leadership role in primary school. | | |
| 5/ Training materials | | |
| - Documentation guidelines of basic concepts of Intellectual stimulation in primary school leadership. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Evaluation form. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 6/ Evaluation methods | | |
| Organizing examination and evaluating the acquirement and awareness of the participants through tests with the contents related to Intellectual stimulation in primary school leadership at the end of workshop. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Target participants | | |
| - Each group consists of 35 participants from the total 140 primary school principals who were the samples size of the research in Thua Thien Hue province. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - All principals who are working in primary schools in Thua Thien Hue province, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 8/ Location | | |
| At the meeting-hall in Le Loi primary school, Hue city, Vietnam. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 9/ Length (hours) | | |
| 6 hours. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



Part 2: Please give your additional comments to the above contents in order to develop training workshop completely to enhance transformational leadership of primary school principals in Thua Thien Hue province, Vietnam.

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Thank you for your cooperation!



APPENDIX E
Evaluation form in Vietnamese Version



BẢNG ĐÁNH GIÁ VỀ HỘI THẢO TẬP HUẤN NÂNG CAO KHẢ NĂNG LÃNH ĐẠO CHUYÊN ĐỔI CHO HIỆU TRƯỞNG CÁC TRƯỜNG TIỂU HỌC TRÊN ĐỊA BÀN TỈNH THỪA THIÊN HUẾ.

I. Mục đích

- Đầu tiên xin được cảm ơn sự đồng ý tham gia của quý Thầy/Cô với tư cách chuyên gia cố vấn cho việc đánh giá chương trình nâng cao khả năng lãnh đạo chuyên đổi cho Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế, Việt Nam của tôi. Các ý kiến của quý Thầy/Cô sẽ giúp hoàn chỉnh hơn chương trình Hội thảo tập huấn của đề tài nghiên cứu.

II. Nội dung luận văn

- **Tên luận văn:** Xây dựng chương trình nâng cao khả năng lãnh đạo chuyên đổi cho Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế, Việt Nam.
- **Người thực hiện:** **Nguyễn Quang Vẽ**, Học viên Cao học chuyên ngành Quản lý Giáo dục khóa 2014-2016, Chương trình lớp học Đông Nam Á, Khoa Giáo dục, Trường Đại học Mahasarakham, Thái Lan.
- **Giảng viên hướng dẫn chính:** **PGS. TS. Sangkom Pumipuntu**, Giảng viên Bộ môn Quản lý Giáo dục, Khoa Giáo dục – Trường Đại học Mahasarakham, Thái Lan.

Để giúp chúng tôi hoàn thiện chương trình về Hội thảo Tập huấn: “*Nâng cao khả năng lãnh đạo cho Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế*”, xin quý Thầy/Cô vui lòng trả lời bảng đánh giá dưới đây. Phiếu đánh giá gồm hai phần: câu hỏi về chương trình Hội thảo Tập huấn (phần đánh giá mức độ phù hợp và mức độ khả thi của Hội thảo Tập huấn) và các câu hỏi lấy ý kiến chuyên gia để giúp hoàn thiện việc xây dựng chương trình phát triển kỹ năng lãnh đạo của hiệu trưởng các trường tiểu học.

* Các nội dung được đưa vào tập huấn là dựa trên kết quả khảo sát thực trạng và nhu cầu về phát triển khả năng lãnh đạo chuyên đổi của Hiệu trưởng và Giáo viên các trường tiểu học trên địa bàn tỉnh Thừa Thiên Huế.

Xin trân trọng cảm ơn!

Người thực hiện nghiên cứu

Nguyễn Quang Vẽ



Phần 1: Các nội dung tập huấn của Hội thảo được xây dựng dựa trên kết quả khảo sát về mức độ hiện tại và mức độ mong muốn về phát triển khả năng lãnh đạo chuyển đổi của Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế. Mục đích của chương trình Hội thảo tập huấn nhằm nâng cao khả năng lãnh đạo chuyển đổi cho Hiệu trưởng các trường Tiểu học. Đối với các nội dung chương trình Hội thảo Tập huấn được liệt kê dưới đây, xin quý Thầy/Cô đánh giá về **mức độ phù hợp** và **tính khả thi** của chương trình Hội thảo tập huấn để thực hiện tại tỉnh Thừa Thiên Huế bằng cách đánh dấu [✓] vào ô tương ứng với ý kiến mà quý Thầy/Cô đồng ý theo thang đo như sau:

Mức độ phù hợp

5. Hoàn toàn phù hợp
4. Phù hợp
3. Lưỡng lự
2. Không phù hợp
1. Hoàn toàn không phù hợp

Mức độ khả thi

5. Hoàn toàn khả thi
4. Khả thi
3. Lưỡng lự
2. Không khả thi
1. Hoàn toàn không khả thi

Hội thảo Tập huấn bao gồm 03 chuyên đề:

Chuyên đề 1: Nâng cao khả năng Hấp dẫn (ảnh hưởng lý tưởng) cho Hiệu trưởng các trường Tiểu học.

Chuyên đề 2: Nâng cao khả năng Truyền cảm hứng cho Hiệu trưởng các trường Tiểu học.

Chuyên đề 3: Nâng cao khả năng Quan tâm đến từng cá nhân cho Hiệu trưởng các trường Tiểu học.

Chuyên đề 4: Nâng cao khả năng Kích thích thông minh cho Hiệu trưởng các trường Tiểu học.



| TT | Các nội dung chi tiết của Hội thảo Tập huấn | Mức độ phù hợp | Mức độ khả thi |
|--|--|----------------|----------------|
| I. | Lí do xây dựng Hội thảo tập huấn (xem nội dung đính kèm) | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| II. | Các chuyên đề Hội thảo Tập Huấn | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Chuyên đề 1: Nâng cao khả năng Hấp dẫn (ảnh hưởng lý tưởng) cho Hiệu trưởng các trường Tiểu học.</u> | | | |
| 1/ Mục đích | | | |
| - Nâng cao kiến thức và khả năng Hấp dẫn cho Hiệu trưởng đối với các vấn đề liên quan đến công tác lãnh đạo ở trường Tiểu học. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Tạo diễn đàn cho Hiệu trưởng chia sẻ những quan điểm lý luận và kinh nghiệm thực tiễn về khả năng Hấp dẫn trong công tác lãnh đạo ở trường Tiểu học. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 2/ Nội dung (Các khái niệm cơ bản về khả năng Hấp dẫn giúp thực hiện hiệu quả công tác lãnh đạo ở trường Tiểu học). | | | |
| - Thể hiện khả năng tạo ra tầm nhìn trong giải quyết các vấn đề của nhà trường. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Luôn thể hiện là người có quyền lực và tự tin. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Cân nhắc, xem xét các quyết định một cách hợp tình, hợp lý, có đạo đức. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Nhấn mạnh tầm quan trọng trong việc có ý thức tập thể với sứ mạng của nhà trường. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Các hoạt động tập huấn | | | |
| - Thảo luận theo nhóm nhỏ và trình bày kết quả ý kiến của nhóm về các vấn đề chính cần quan tâm liên quan đến khả năng Hấp dẫn trong việc thực hiện công tác lãnh đạo ở trường Tiểu học và đánh giá. | | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



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|---|-----------|-----------|
| - Người tập huấn trình bày và phân tích các kiến thức cơ bản về khả năng Hấp dẫn tác động đến hiệu quả công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Thảo luận và chia sẻ kinh nghiệm. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 4/ Đầu ra | | |
| - Người tham dự hiểu và vận dụng được các kiến thức cơ bản về khả năng Hấp dẫn trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 5/ Tài liệu tập huấn | | |
| - Tài liệu về các khái niệm cơ bản liên quan đến khả năng Hấp dẫn trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Mẫu kiểm tra đánh giá. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 6/ Phương pháp đánh giá | | |
| - Kiểm tra, đánh giá mức độ tiếp thu, nhận thức của người tham gia thông qua bài kiểm tra đánh giá một số nội dung liên quan về khả năng Hấp dẫn trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Đối tượng tham gia | | |
| - Mỗi nhóm bao gồm 35 Hiệu trưởng trong tổng số 140 Hiệu trưởng các trường tiểu học được khảo sát trong luận văn nghiên cứu tại tỉnh Thừa Thiên Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế quan tâm tham gia. | | |
| 8/ Địa điểm tập huấn | | |
| - Hội trường Trường Tiểu học Lê Lợi, Tp. Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 9/ Thời gian | | |



| | | |
|--|-----------|-----------|
| - 6 giờ (2 buổi) | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Chuyên đề 2: Nâng cao khả năng Truyền cảm hứng cho Hiệu trưởng các trường Tiểu học.</u> | | |
| 1/ Mục đích | | |
| - Hội thảo tập huấn tập trung vào việc nâng cao kiến thức và khả năng Truyền cảm hứng của Hiệu trưởng đối với các vấn đề liên quan đến công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Tạo diễn đàn cho Hiệu trưởng có thể chia sẻ những quan điểm lý luận và kinh nghiệm thực tiễn về khả năng Truyền cảm hứng trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 2/ Nội dung (Các khái niệm cơ bản về khả năng Truyền cảm hứng giúp thực hiện hiệu quả công tác công tác lãnh đạo ở trường Tiểu học) | | |
| - Truyền cảm hứng cho giáo viên thực hiện có giá trị cao trong công việc. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Giải thích rõ ràng về mục tiêu tương lai của nhà trường. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Thảo luận tự tin về việc đạt được các mục tiêu. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Các hoạt động tập huấn | | |
| - Thảo luận theo nhóm nhỏ và trình bày kết quả ý kiến của nhóm về các vấn đề chính cần quan tâm liên quan đến khả năng Truyền cảm hứng trong việc thực hiện công tác lãnh đạo ở trường Tiểu học và đánh giá. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Người tập huấn trình bày và phân tích các kiến thức cơ bản về khả năng Truyền cảm hứng và tác động của nó đến hiệu quả lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Thảo luận và chia sẻ kinh nghiệm. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



| | | |
|--|-----------|-----------|
| 4/ Đầu ra | | |
| - Người tham dự hiểu được cơ bản kiến thức về khả năng Truyền cảm hứng trong công lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 5/ Tài liệu tập huấn | | |
| - Tài liệu về các khái niệm cơ bản liên quan đến khả năng Truyền cảm hứng trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Mẫu kiểm tra đánh giá. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 6/ Phương pháp đánh giá | | |
| - Kiểm tra, đánh giá mức độ tiếp thu, nhận thức của người tham gia thông qua bài kiểm tra đánh giá một số nội dung liên quan về khả năng Truyền cảm hứng trong công tác lãnh đạo ở trường Tiểu học vào cuối buổi tập huấn. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Đối tượng tham gia | | |
| - Mỗi nhóm bao gồm 35 Hiệu trưởng trong tổng số 140 Hiệu trưởng các trường tiểu học được khảo sát trong luận văn nghiên cứu tại tỉnh Thừa Thiên Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế quan tâm tham gia. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 8/ Địa điểm tập huấn | | |
| - Hội trường Trường Tiểu học Lê Lợi, Tp. Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 9/ Thời gian | | |
| - 4 giờ | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Chuyên đề 3</u>: Nâng cao khả năng Quan tâm đến từng cá nhân cho Hiệu trưởng các trường Tiểu học. | | |
| 1/ Mục đích | | |



| | | |
|---|-----------|-----------|
| - Nâng cao kiến thức và khả năng Quan tâm đến từng cá nhân cho Hiệu trưởng các trường Tiểu học đối với các vấn đề liên quan đến công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Tạo diễn đàn cho những người tham gia chia sẻ những quan điểm lý luận và kinh nghiệm thực tiễn về khả năng Quan tâm đến từng cá nhân trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 2/ Nội dung (Các khái niệm cơ bản về khả năng Quan tâm đến từng cá nhân giúp thực hiện hiệu quả công tác lãnh đạo ở trường Tiểu học). | | |
| - Khả năng tạo ra bầu không khí hỗ trợ lẫn nhau trong nhà trường. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Khả năng nhận biết và chấp nhận sự khác biệt cá nhân, nhu cầu và mong muốn, và điều chỉnh, thiết lập sự lãnh đạo để thích nghi với điều đó. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Khả năng giúp giáo viên phát triển các thế mạnh của họ. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Khả năng khuyến khích giao tiếp hai chiều, biết lắng nghe những ý tưởng và đề nghị của các thành viên trong nhà trường. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Dành thời gian cho việc hướng dẫn, tư vấn cho giáo viên, đặc biệt là giáo viên trẻ. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Khả năng ảnh hưởng đến cấp dưới thông qua tư vấn và là nguồn cảm hứng hơn là sự sắp xếp và chỉ đạo. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Các hoạt động tập huấn | | |
| - Thảo luận theo nhóm nhỏ và trình bày kết quả ý kiến của nhóm về các vấn đề chính cần quan tâm liên quan đến khả năng Quan tâm đến từng cá nhân trong công tác lãnh đạo trường Tiểu học và đánh giá. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



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| - Người tập huấn trình bày và phân tích các kiến thức cơ bản về khả năng Quan tâm đến từng cá nhân tác động đến hiệu quả lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Thảo luận và chia sẻ kinh nghiệm. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 4/ Đầu ra | | |
| - Người tham dự hiểu và vận dụng được các kiến thức cơ bản về khả năng Quan tâm đến từng cá nhân trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 5/ Tài liệu tập huấn | | |
| - Tài liệu về các khái niệm cơ bản liên quan đến khả năng Quan tâm đến từng cá nhân trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Mẫu kiểm tra đánh giá. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 6/ Phương pháp đánh giá | | |
| - Kiểm tra, đánh giá mức độ tiếp thu, nhận thức của người tham gia thông qua bài kiểm tra đánh giá một số nội dung liên quan về khả năng Quan tâm đến từng cá nhân trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Đối tượng tham gia | | |
| - Mỗi nhóm bao gồm 35 Hiệu trưởng trong tổng số 140 Hiệu trưởng các trường tiểu học được khảo sát trong luận văn nghiên cứu tại tỉnh Thừa Thiên Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế quan tâm tham gia. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 8/ Địa điểm tập huấn | | |
| - Hội trường Trường Tiểu học Lê Lợi, Tp. Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



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| 9/ Thời gian | | |
| - 8 giờ (2 buổi) | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| <u>Chuyên đề 3:</u> Nâng cao khả năng Kích thích thông minh cho Hiệu trưởng các trường Tiểu học. | | |
| 1/ Mục đích | | |
| - Nâng cao kiến thức và khả năng Kích thích thông minh cho Hiệu trưởng đối với các vấn đề liên quan đến công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Tạo diễn đàn cho những người tham gia chia sẻ những quan điểm lý luận và kinh nghiệm thực tiễn về khả năng Kích thích thông minh trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 2/ Nội dung (Các khái niệm cơ bản về khả năng Kích thích thông minh giúp thực hiện hiệu quả công tác lãnh đạo ở trường Tiểu học). | | |
| - Cùng với giáo viên thảo luận về các mục tiêu nghề nghiệp cá nhân của họ. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Khả năng giúp giáo viên suy ngẫm về những trải nghiệm mới. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Tìm kiếm các viễn cảnh, quan điểm khác nhau khi giải quyết các vấn đề. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Tạo đầy đủ cơ hội cho giáo viên phát triển nghề nghiệp. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 3/ Các hoạt động tập huấn | | |
| - Thảo luận theo nhóm nhỏ và trình bày kết quả ý kiến của nhóm về các vấn đề chính cần quan tâm liên quan đến khả năng Kích thích thông minh trong công tác lãnh đạo trường Tiểu học và đánh giá. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Người tập huấn trình bày và phân tích các kiến thức cơ bản về khả năng Kích thích thông minh tác động đến hiệu quả lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



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| - Thảo luận và chia sẻ kinh nghiệm. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 4/ Đầu ra | | |
| - Người tham dự hiểu và vận dụng được các kiến thức cơ bản về khả năng Kích thích thông minh trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 5/ Tài liệu tập huấn | | |
| - Tài liệu về các khái niệm cơ bản liên quan đến khả năng Kích thích thông minh trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Mẫu kiểm tra đánh giá. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 6/ Phương pháp đánh giá | | |
| - Kiểm tra, đánh giá mức độ tiếp thu, nhận thức của người tham gia thông qua bài kiểm tra đánh giá một số nội dung liên quan về khả năng Kích thích thông minh trong công tác lãnh đạo ở trường Tiểu học. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 7/ Đối tượng tham gia | | |
| - Mỗi nhóm bao gồm 35 Hiệu trưởng trong tổng số 140 Hiệu trưởng các trường tiểu học được khảo sát trong luận văn nghiên cứu tại tỉnh Thừa Thiên Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| - Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế quan tâm tham gia. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 8/ Địa điểm tập huấn | | |
| - Hội trường Trường Tiểu học Lê Lợi, Tp. Huế. | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |
| 9/ Thời gian | | |
| - 8 giờ (2 buổi) | ① ② ③ ④ ⑤ | ① ② ③ ④ ⑤ |



Phần 2: Nếu quý Thầy/Cô có bất kì đề xuất, bổ sung hoặc chỉnh sửa nào nhằm hoàn thiện chương trình Hội thảo Tập huấn nâng cao khả năng lãnh đạo chuyển đổi cho Hiệu trưởng các trường Tiểu học trên địa bàn tỉnh Thừa Thiên Huế, xin quý Thầy/Cô vui lòng đóng góp ý kiến vào phần đề trống sau đây:

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Xin trân trọng cảm ơn sự hợp tác của quý Thầy/Cô!



APPENDIX F
Official Letters of Request





**Faculty of Education
Mahasarakham University**

Office of the secretariat

Ref. no. 0530.5(2)/ ๓๓17

December 17th, 2015
Talad Sub-District, Maung District,
Maha Sarakham 44000, Thailand
Tel/Fax: +66-43-721-764

Subject: Request for being an expert in questionnaire for thesis

Dear: _____,

I am writing this letter to seek your assistance to be an expert in questionnaire for **Mr. Nguyen Quang Ve**. He is doing his Master's degree in Educational Administration at the Faculty of Education, Mahasarakham University. He is conducting his research on the topic "Developing a Program to Enhance Transformational Leadership of Primary School Principals in Thua Thien Hue Province, Vietnam". This research is for his master course at the Faculty of Education, Mahasarakham University. He has been under the supervision of **Asst. Prof. Dr. Sangkom Pumipuntu** for this research study.

The Faculty of Education, Mahasarakham University has considered your expertise in the field to be an expert in questionnaire. As the result of it, I would like to seek your assistance to be an expert for this questionnaire.

The Faculty of Education, Mahasarakham University would like to express thanks for your assistance in advance.

Sincerely Yours,

(Assoc. Prof. Dr. Sombat Tayraukham)
Assoc. Dean for Graduate Studies and Research
Acting Dean Faculty of Education, Mahasarakham University

Center for International Affairs
Tel/Fax: +66 43-743-174; Email: iredu.msu@gmail.com





**Faculty of Education
Mahasarakham University**

Office of the secretariat

Ref. no. 0530.5(2)/ 33/8

December 17th, 2015
Talad Sub-District, Maung District,
Maha Sarakham 44000, Thailand
Tel/Fax: +66-43-721-764

Subject: Request for questionnaire pilot for using in thesis

Dear Sir/Madam,

I am writing this letter to seek your permission for **Mr. Nguyen Quang Ve** in order to pilot questionnaire in your institution. He is doing his Master's degree in Educational Administration at the Faculty of Education, Mahasarakham University. He is conducting his research on the topic "Developing a Program to Enhance Transformational Leadership of Primary School Principals in Thua Thien Hue Province, Vietnam". This research is for his master course at the Faculty of Education, Mahasarakham University. He has been under the supervision of **Asst. Prof. Dr. Sangkom Pumipuntu** for this research study.

In order to conduct this research properly, the Faculty of Education, Mahasarakham University would like to ask for your permission for him to try out his questionnaire in your institution. It will be started on during January 2016.

The Faculty of Education, Mahasarakham University strongly hopes that you will kindly consider this request and give us the permission for this study.

Sincerely Yours,

(Assoc. Prof. Dr. Sombat Tayraukham)
Assoc. Dean for Graduate Studies and Research
Acting Dean Faculty of Education, Mahasarakham University

Center for International Affairs
Tel/Fax: +66 43-743-174; Email: iredu.msu@gmail.com





**Faculty of Education
Mahasarakham University**

Office of the secretariat

Ref. no. 0530.5(2)/33/9

December 17th, 2015
Talad Sub-District, Maung District,
Maha Sarakham 44000, Thailand
Tel/Fax: +66-43-721-764

Subject: Request for collecting data for thesis

Dear Sir/Madam,

I am writing this letter to seek your permission for **Mr. Nguyen Quang Ve** in order to collect data for research study in your institution. He is doing his Master's degree in Educational Administration at the Faculty of Education, Mahasarakham University. He is conducting his research on the topic "Developing a Program to Enhance Transformational Leadership of Primary School Principals in Thua Thien Hue Province, Vietnam". This research is for his master course at the Faculty of Education, Mahasarakham University. He has been under the supervision of **Asst. Prof. Dr. Sangkom Pumipuntu** for this research study.

In order to conduct this research properly, the Faculty of Education, Mahasarakham University would like to ask for your permission for him to collect data from your institution. It will be started on during January 2016.

The Faculty of Education, Mahasarakham University strongly hopes that you will kindly consider this request and give us the permission for this study.

Sincerely Yours,

(Assoc. Prof. Dr. Sombat Tayraukham)
Assoc. Dean for Graduate Studies and Research
Acting Dean Faculty of Education, Mahasarakham University

Center for International Affairs
Tel/Fax: +66 43-743-174; Email: iredu.msu@gmail.com



VITA



VITA

NAME Mr. Nguyen Quang Ve

DATE OF BIRTH August 10, 1981

PLACE OF BIRTH Thua Thien Hue Province, Vietnam

ADDRESS 86 Thien Thai Street, Hue City, Vietnam

POSITION Staff

PLACE OF WORK Office for Ungdergraduate Training, Hue University's College of Education, Vietnam.

EDUCATION

| | |
|------|---|
| 1999 | Diploma of Upper Secondary School Phu Bai High School, Huong Thuy Town, Vietnam |
| 2012 | Bachelor of Informatics Teacher Education Hue University's College of Education, Vietnam |
| 2016 | Master degree of Education in Educational Administration, Faculty of Education, Mahasarakham University, Thailand. |

