



Chinese Private School Principals Explore Transformational Leadership in Building a Trust-based Learning Community for Student Development and School Effectiveness

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Article History

Received: 01/09/2023

Accepted: 07/09/2023

Published: 09/09/2023

Vol – 2 Issue – 9

PP: - 01-17

Abstract

Building a trust-based learning culture through transformational leadership is fundamental for school reform and spreads service passion for creating a positive, strong school. Currently, distrust in education has become a central obstacle to school reform. The basic qualitative inquiry was employed to investigate how Chinese private school principals explore their transformational leadership to build a trust-based learning community for school effectiveness and student development. Twelve Chinese principals (N=12) were employed through semi-structural and open-ended interview protocols to participate in this study and collect their experiences, perceptions, and opinions. The interview data were analyzed through descriptive, thematic, and interpretative approaches with the qualitative software NVivo 12 to identify the major themes with categories to respond to how principals use transformational leadership with a trust-based culture for school reform. Findings showed that three major factors cause trust or distrust for school effectiveness and student development. The factors are (1) high credentials, (2) the school's long historical records, and (3) social service. This study also found the three major strategies for principals to use transformational leadership, including (1) high-performance expectation, (2) instructional support, and (3) helping teachers. Finally, three major strategies for principals to create a trust-based learning culture for school reform are (1) building a shared goal, (2) developing a trust-based culture, and (3) fostering self-dispositioning. Therefore, the future study using descriptive qualitative from principals (N=12), teachers (N=12), students (N=12), and parents (N=12) explore their experiences to increase school reform suggested.

Keywords: *Communities of Practice, Principals, Transformational Leadership, 21st Century Skills, Qualitative Research*

Introduction

Building trusting relationships among school stakeholders is a fundamental aspect of student development and effectiveness (Stoetinga et al., 2022). Cappelletti and Sajon (2022) pointed out that principals as a transformational leader are in one who can spread passion in others through action and adds that transformational leadership can build trust and engage all stakeholders in the educational community to participate, one of the keys to creating strong schools. They also emphasized that promoting trust between teachers, students, parents, and all other professionals improves the school's effectiveness and student development. Zhang (2023a) indicated that a climate of trust among the school, the parents, teachers, students, and the wider community is essential. This viewing calls for principals to maintain a positive relationship with all involved members of the educational community (e.g., principals, teachers, parents, students, and community) to enhance the

school's effectiveness and student development. Therefore, trust is a fundamental and vital force in schools because it affects how well educators can serve their students and families. Trust is linked to school effectiveness, and it is also a way toward excellence in education and excellence for student development (Raczynski et al., 2022) and school effectiveness (Zhang & Koshmanova, 2022a).

However, the previous research raises an urgent issue: distrust in education has become a central obstacle to educational change (Schultz, 2019; Zhang, 2023b). Schultz (2019) indicated that the top-down educational system, along with authority or power, causes the decision, and the decisionmaker is often received with distrust. Specifically, the previous studies presented that mistrust between principals and teachers causes ineffective teaching, high teacher turnover, job dissatisfaction, and a high-pressure learning environment (Hao & Chen, 2014; Zhang, 2023c). As for this

issue, principals need to create a trust-based learning community, along with innovation and engagement with teachers, parents, students, and professionals, for student whole-person development (Chan & Chan, 2022) and school effectiveness. Zhang and Koshmanova (2022b) also presented that principals, as transformational leaders, need to create a trust-based learning community in exam-oriented and profit-oriented organizations.

Since private schools in China are profit-oriented, principals need to work with teachers to help the students pass the exam and receive college offers from the top universities in the world. The private school can maintain student enrollment and school reputation only if the school can produce high-test takers and receive college offers from the top universities (Zhang & Koshmanova, 2021a) and vice versa. These conditions mislead education because education is to cultivate students for personal development (Chan & Chan, 2022; Zhang & Koshmanova, 2021b), not just to produce high test takers (Zhang & Koshmanova, 2022a). MacCormack, et al. (2022) in their qualitative analyses study discovered that schoolings have experienced many issues, such as distrust of school. Zhou, et al. (2018) also pointed out that the private school principals in China have difficulty to make a good interpersonal relationship with all the school stakeholders because the school runs for business. This viewing indicated that the business-oriented private schools cause many issues, such as, distrust and competition (Ravitch, 2013).

There are few studies to talk about trust-based learning, such as Zhang and Koshmanova (2021c). However, Zhang (2023a) stated that Chinese private school needs to re-emphasize of building a trust-based learning community. Bathurst and Chen (2023) also indicated that Chinese private schools need to create a trust-based learning school climate for school development.

Zheng (2015) claimed that Chinese school lose the values of making a trust among the school stakeholders instead of just focusing on test score, which misleads the education in China. This study will focus on how Chinese private school principals explore experiences in building a trust-based community through investigating what factors cause distrust among school stakeholders. Also, this study will explore what factors could help principals to build a trust-based community for school effectiveness and student development (Zhang, 2023d). Specifically, this study benefits principals, teachers, students, parents, policymakers, and all schools' stakeholders in driving school effectiveness and student development.

Therefore, the purpose of this basic qualitative research design is to investigate how the Chinese private school principals explore their transformational leadership to build a trust-based learning community for student development and school effectiveness. Findings from this study can be used to help Chinese principals, students, teachers, and parents understand the importance of creating a trust-based relationship in leading the school improvement and student achievement, as well as help the principals to make an operational school implementation and also to advocate the

school principals' program training for their leadership practice to the higher education, and policymakers. Findings could also help to fill in the gap how Chinese private school create a trust-based school climate for school effectiveness. Finally, findings in this study could help principals, teachers, students, and parents to realized how they need to work together in creating a trust-based school culture for its development. Regarding the purpose of this qualitative applied research study in the Chinese school contexts within the total of twelve participants were employed, three primary research questions guided this study:

- 1) What factors causes trust or distrust among school stakeholders in Chinese private school?
- 2) How do principals explore transformational leadership to build a trust-based learning community for school effectiveness and student development?
- 3) How do principals investigate trust-based learning community in fostering school effectiveness and student?

LITERATURE REVIEW

This study begins with literature discussing how transformational leadership (TL) helps principals build a trust-based learning community and how TL help them to enhance school effectiveness and strengthen student development. Then, this review addressed how trust-based learning community help principals increase school effectiveness and student development in the Chinese social-cultural social relationship network in China.

Transformational leadership and trust, school effectiveness, and student development

TL is one of the effective school leadership styles that could help principals build a trust-based relationship with their followers to lead school improvement. Zhang (2023a) stated that TL is effective for principals in creating a trust-based learning climate, and TL positively correlates with trust. They found a strong positive correlation between TL and trust and demonstrated how transformational leaders could build trust with their followers. Lee, Li, and Yu (2022) indicated that transformational leaders have a positive and significant effect on trust in supervisors with a team for job performance. For example, Polatcan, Arslan, and Balci (2021) indicated that TL

plays a significant role in principals working with teachers, parents, and students to build positive interpersonal relationships for their school's daily operations. This view is supported by previous scholars, such as Bass & Riggio (2006), Liu (2018), Zhang (2023a), and Zhang and Koshmanova (2020e).

The previous studies showed a strong relationship between TL and trust. For example, Ai-Mahdy et al. (2021) indicated that principals need to connect with the school stakeholders, including teachers, students, and parents, for school reform. Their viewings showed that principals effectively use TL to

build an interpersonal relationship with the stakeholders, which could help them create a supportive learning climate. Zhang (2023a), in their qualitative case study, found that principals need to develop their working environment with trust, support, and engagement for school reform. They also confirmed that trusting the school culture could improve its performance. However, many scholars stated that TL guides principals to advocate the school's core value development and whole school culture. For example, Qian and Walker (2022) pointed out that principals need to work with teachers by responding to their needs and developing a close relationship for school reform. They also indicated that a trust-based school culture could help principals effectively work with teachers in delivering high-quality teaching. However, Zhang and Koshmanova (2021d) pointed out that principals have difficulty building a trust-based school culture in exam-oriented school contexts in China. Therefore, their viewing shows that principals need to use various leadership styles, such as TL, to build a trust-based or close relationship with the school stakeholders for improvement.

In addition, previous studies show that TL could help the principals enhance the school's effectiveness, such as the school's social reputation and performance. TL could help principals, school superintendents, and school boards to advocate core values and build a school culture, such as safe, support, care, responsibility, creativity, and trust (Liu, 2020; Zhang & Koshmanova, 2021e). Zhang (2023b) emphasized that principals must build engagement between school stakeholders through various leadership styles, such as TL. Johnson and Stearns (2023) mentioned that principals need to work with teachers and students on daily performance by building a strong trust-based community in the lower-trust social community in the world (Covey et al., 2012; Zhang & Koshmanova, 2020f). Their viewings presented that principals could use TL to develop school effectiveness, such as better student learning outcomes, school social image, and student enrollment rate. However, previous studies show that principals need to pay attention to local cultural differences to influence their students, parents, teachers, and other school stakeholders for local community development. For example, principals could use the TL to foster a supportive, trust-based, and collaborative school culture for school reform. Previous studies supported this view, such as Stedham and Skaar (2019), who emphasize that school principals need to use various leadership styles, such as TL, to build a trust-based culture for school effectiveness. Hallinger, Tran, and Truong (2021) stated that principals foster teacher commitment and parent engagement in helping student academic performance. High academic performance represents school effectiveness (Zhang & Koshmanova, 2020a). Bass and Avolio (1994) said principals could use TL to develop school effectiveness. Therefore, principals use TL to create a trust-based learning community for the whole school and better performance, such as a higher enrollment rate, longer teacher commitment, and school social reputation.

Finally, principals use TL to foster student development in their learning knowledge and personality. Bass (1985)

indicated that principals use the TL to implement the school culture, which could foster student development. Currently, most school stakeholders, including teachers, parents, principals, and students, pay attention to student development by referring to their test scores (Zhang & Koshmanova, 2020b). However, TL not only fosters student test performance but, most importantly, student personality reform and whole personal growth (Chan & Chan, 2022). Zhang (2023b) indicated that principals use TL to develop students' cognitive recognition and interest. For example, TL could help students determine their life goals through principals' inspiration. Zhang (2023a) demonstrated their viewings about how principals use TL for student behavior intervention and life quality improvement. Therefore, TL could help principals to foster student development for school reform.

Trust and school effectiveness

Principals create a trust-based learning community, which could foster them to build school effectiveness, such as high school social reputation, higher student enrollment rate, and high school performance. Previous studies show that a trust-based learning community could foster school stakeholders to work together for effectiveness (Zhang & Koshmanova, 2020g). Liu, Hallinger, and Feng (2016) pointed out that positive, trusted-based school cultures between principals and teachers could foster them to serve their students effectively. For example, teachers believe that their principals always support them, which motivates them to try to use different teaching approaches to help the students reach their learning goals. Similarly, principals trust their teachers who could try their best to reach the school's goals and transform the school's mission, vision, and value to the students and parents for its social reputation. Zhang (2023a) supported the view that principals must work closely with teachers to build a trust-based learning community for school effectiveness. For example, they said that principals gained the trust of teachers, parents, and students, which could help them improve the school's whole community development. By doing so, principals create a trust-based learning climate to encourage all the school stakeholders to contribute their talents to build a better school community.

In addition, trust is the central phenomenon for principals to make a school effective and change. Previous studies show that principals said building a trust-based school culture among stakeholders should prioritize school effectiveness. For example, in their qualitative meta-analysis study, Gumus et al. (2021) found that principals build a trusting school climate that could motivate each member to work hard for school change and improvement. Kelly (2018) also proposed that school leaders need to use the trust-based approach to increase the school's social reputation. Zhang (2023a) supported that principals need to create a trust-based learning school for its effectiveness, such as high school enrollment rate and school social reputation in China's high-power distance school contexts. Their viewings were supported by many scholars, such as, Van Maele, Forsyth, and Houtte (2017), who claimed that trust-based school culture is one of the effective ways for principals to create a learning community for school

outcomes. Therefore, the previous studies show that principals need to promote a trust-based culture for school effectiveness, which is necessary for exam-oriented school contexts in China.

Trust and student development

With trust, principals could effectively work with teachers and parents to address the students' progressive improvement needs. In the exam-oriented and high-power school contexts in China, students and parents realized that the top school is to have the ability to produce high test scores and a top university admission notice rate (Zhang, 2022). Under this view, principals working with teachers could only make the parents trust them if they could cultivate students to have evidence of change or improvement. For example, the students have lousy behavior or never help the parents to do some housework. However, after the school cultivation, their parents saw their children start having good habits with a positive attitude and cleaning their houses. Those changes make the parents believe that the school is the top school and that all teachers and principals should be respected and trusted in their professional knowledge and educational support (Zhang & Koshmanova, 2021).

With this viewing, principals could work with teachers to increase student's learning outcomes, such as test scores, personality, and service spirit. For example, Robinson, Lloyd, and Rowe (2008) stated that principals need to use different types of leadership, such as transformational leadership, to foster students in their personalities and core values, such as trust, responsibility, and creativity, which could indeed help them to reach their learning goals. Zhang (2023b) supported their viewings that principals need to promote a trust-based school climate to foster student development, not only for their academic performance but also for their whole person's growth. Heckscher (2015) indicated that trust in the complex world could enrich the school community and Horsager (2012) said that trust between school stakeholders could gain school improvement. Their viewing confirmed that teachers create a trust for students to work with their peers, teachers, school principals, and parents for making a school improvement. Their viewings show that trust as a mediating factor inspires students to work with other school stakeholders to progress (Zhang, 2023e). Therefore, previous studies show that principals need to use a trust to help students improve and motivate them toward their learning goals.

Therefore, the literature shows the TL style could help principals build a trust-based school climate for school effectiveness and student development. With a trust-based school culture, principals could work with teachers, parents, and students to improve school effectiveness and student development. A trust-based school culture could make the school principals receive support from all the school stakeholders for its development. However, principals have difficulty building a trust-based culture in exam-oriented school contexts in China (Zhang & Koshmanova, 2020c). Therefore, this literature review shows that transformational leadership is essential for principals to implement the school's

whole culture and to build a trust-based learning community for school reform. Also, this study could fill in the gap about how principals could use transformational leadership to build trust between school stakeholders to work closely for school effectiveness and student development.

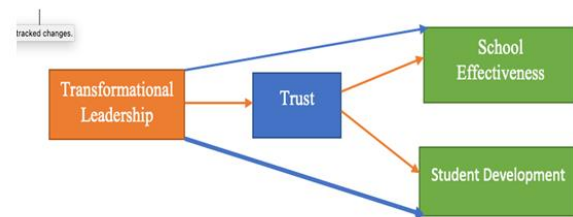


Figure 1 shows that this study was guided by using TL to build a trust-based learning community and improve school effectiveness and student development. A trust-based learning community, this study uses trust-based learning to enhance school effectiveness and student development. This conceptual framework was guided by analyzing the principals' experiences in Chinese social and cultural school contexts.

This study adopted TL to create a trust-based learning community, school effectiveness, and student development. Zhang (2023b) indicated that TL could positively change schools by building core values and supporting teachers' professional learning. Zhang and Koshmanova (2021c) claimed that principals could explore TL could influence teachers' engagement. Also, Zhang (2023b) indicated that TL could encourage principals to share their knowledge with their teachers and staff to provide highly effective support for student development. In China, Zhang and Koshmanova (2020d) indicated that principals could build a good relationship with teachers, students, and parents TL.

Those viewings show that TL could help principals to transform their knowledge and influence their followers, such as teachers, students, and staff, to work together and create a trust-based learning community for students' development. In this study, TL means that principals could transform what they believe in education to work with teachers, parents, staff, and all other school stakeholders for student development and effectiveness (Bass & Riggio, 2006; Liu, 2018). For example, Kelly (2018) stated that principals transform their knowledge in serving students with full support, which could help them to build trust with students and other school stakeholders.

Within a trust-based learning culture among school stakeholders, principals could work with parents and teachers to develop student whole-person competency and enhance 21st-century skills such as communication, collaboration, and creativity (Chan & Chan, 2022; Kaufman & Sternberg, 2019). Previous studies show that a trust-based learning community could effectively help principals to improve school effectiveness. School effectiveness means schools could help more students reach their learning goals (such as the highest test score) by working with teachers and parents. Zhang (2023a) indicated that the highest test score symbolizes that students could have a better offer from the university and a better future after they graduate from the top universities in Chinese school contexts. He also emphasized that a trust-

based culture could help principals improve school performance for student success.

Therefore, TL (Bass & Riggio, 2006) fosters principals to create a trust-based learning community through their influences and services for student development and school effectiveness (Fullan & Watson, 2000; Hallinger & Heck, 1998). Hence, through working with teachers, parents, and other school stakeholders, transformational leadership builds a trust-based learning school community for student whole-person growth and school reform. All those thoughts guided by this study's conceptual framework help principals analyze the interviewing in building a good community for comprehensive student development.

Positionality, Participants, Recruitment and Selection

Twelve Chinese principals were employed through semi-structural and open-ended interview questions to collect their individual experiences, opinions, and perception in this study. As a qualitative researcher, I have received higher education in Western and eastern cultural contexts. Also, I have taught students in several private schools in China and met over 20 principals in the past over 23 years in China. These experiences helped me qualify to interpret the principals' experiences about how I could use TL to build a trust-based learning community for student development and effectiveness in the high-power distance social and cultural school contexts in China. Therefore, the total of the twelve principals shows in Table 1 below.

Table 1
Demographic Participants of Private School Principals in China

Pseudonyms	Gender	Age	School Level	Academic Degree	Years of Experiences
Asa	M	27	Elementary	BA	5
Felix	M	37	Middle School	MA	12
Titus	M	33	High School	MS	8
Tobias	M	31	High School	BS	9
Jesse	M	53	Middle School	Ed.S.	25
Silas	M	59	Elementary	BS	35
Diana	F	39	High School	BA	15
Hannah	F	35	High School	BS	11
Hope	F	29	Middle School	BS	7
Joy	F	38	Elementary School	BA	16
Lydia	F	43	High School	MA	10
Ruth	F	65	High	MS	26

School

The purposive and snowballing samplings were utilized to seek potential principals from the private schools in China after I got the institutional review board approval at Western Michigan University. I have started looking for potential participants from November 2021 to November 2022 via an invitation letter or phone call. I usually send the invitation letter to the potential participants and wait for two weeks at most. If they did not reply to my invitation, I started looking for other possible participants. Once they respond to my invitation, I schedule an interview and collect their personal experiences. The age of the participants of principals ranges from 27 to 65, and their working experience is from 5 to 35 years. The average interview time is about 55 minutes of remote Zoom conversation. All the participants were selected through the criteria, including (1) principals must have experience working in private schools in China; (2) principals must have at least three years of working experience. Specifically, I sent 50 invitation letters to the potential principals starting in November 2021. Finally, I only recruited a total of twelve of them voluntarily accepted and participated in this study through purposive and snowballing sampling data collection methods.

Human Subjects Institutional Review Board (HSIRB) Approval

This study was approved by the human subject's institutional review board (HSIRB) at Western Michigan University. I ensure to protect of the participants' personal information ethically and follow the HSIRB approval. I used pseudonyms to code, analyze, and report the data. Also, participants in this study understood what my consent form indicated, and they could leave at any point if they wished. However, no one leaves in this study. Finally, all the participants must sign the consent form before the interview (Merriam & Tisdell, 2016).

Instruments

The semi-structural and open-ended interviewing questions were created and conducted with the participants of principals in building a trust-based learning community for student development and school effectiveness. I created the interviewing questions in three ways. One is that I make the interview questions based on previous knowledge about transformational leadership from scholars, including Bass and Riggio (2006), Bass (1985), Bass and Avolio (1994), Burns (2003), Leithwood and Steinbach (1991). Another is that I created some interview questions related to trust-based learning community from the authors, such as Rodela and Bertrand (2023). Their knowledge and concepts guide me in forming the interview research questions to collect data from the principals. The other is that I revised the interview questions with feedback from three principals and two teachers in the workplace (Flick, 2018).

The three principals have over ten years of administration experience in China's private and public schools. One of the teachers has over fifteen years of teaching experience after he completed his studies in China and the United Kingdom. Another teacher has five years of teaching experience in both

public and private schools in China. Their feedback helped me revise the interview research questions, which could collect principals' experiences within an in-depth analysis to answer the research questions. The sample of the interview research questions includes: (1) Would you share any experiences in your professional career with me? (2) What are your age, educational background, working experience, and school climate in your school? (3) What challenges do you face in your school? (4) What is your school culture? (5) what factors cause trust or distrust in your school? (6) what are your experiences using transformational leadership to build a trust-based learning community? (7) how do you use transformational leadership to improve school effectiveness and student development? (8) how do you use a trust-based learning culture to increase school effectiveness and student development? (9) What are your general experiences about transformational leadership, trust-based learning culture, student development, and school effectiveness? (10) is there any experience besides what I have asked?

Data Collection Procedures

After receiving their signed consent form, I conducted a remote zoom interview with each participant, and the average interviewing time was about 55 minutes. I recorded and transcribed the interview verbatim (Merriam & Tisdell, 2016). I collected interviewing data from December 2021 to October 2022. After my study was approved, I interviewed one of the principals in 2021, and I conducted nine other interviews with principals in 2022. Five of them are purposely sampling, and four of them are snowballing sampling. Specifically, I completed three interviews in February, one in May, one in June, two in August, and two in October 2022. Therefore, I enclosed my interview with principals in 2022.

Data Analysis

I analyzed the transcript data after I completed each of the interviews. I used descriptive, thematic, and interpretative analysis within two cycle frameworks to respond to the research questions (Flick, 2014). Specifically, I used several steps to analyze the data. I first uploaded the transcripts into the computerized-aided qualitative analysis software, N-Vivo 12, to code, analyze, categorize, and synthesize the major themes, categories, and subcategories (Bazeley & Jackson, 2013). I secondly used the descriptive analysis approach to read and re-read the transcripts line by line to get a big idea about how the principals could improve the school development aligned with the research questions. Thirdly, I used the thematic analysis approach to categorize and emerge the themes aligned with the research questions. Fourthly, I used the interpretative analysis approaches to compare and emerge major themes and categories to answer each research question. Finally, I emerged three major themes for each research question in leading the school improvement.

Trustworthiness

I used three ways to ensure trustworthiness. One is that I used the member check to ensure the study was accurate (Zhang, 2023). Specifically, one of the post-doctoral research fellows checked my analysis was precise. Another is that I used my

journal log, audit trail, and reflectivity to reduce the bias and ensure the quality of this study. The other is that I strictly followed the qualitative research disciplines to ensure consistency and trustworthiness in this study (Creswell, 2007). Besides, this study has 12 interviews, which reach 92% saturation, and randomly selected reach 96% saturation in codes (Zhang & Koshmanova, 2021a).

RESULTS

The results of this study were presented about how Chinese principals explore transformational leadership to build a trust-based learning community for school effectiveness and student development. Results are shown below per research questions accordingly.

1). What factors cause trust or distrust among school stakeholders in Chinese private schools?

Three major themes associated with categories were emerged to answer the first research questions shown in Table 2 below. The themes are:

- (1). High credentials help principals build a trust-based learning community for student development and effectiveness and vice versa.
- (2). School long-running historical records could help principals to build a trust-based learning community and vice versa.
- (3). Social service could help principals work with other school stakeholders in building a trust-based learning community for student development and school effectiveness and vice versa.

Each major theme with three categories was presented in Table 2, and I selected the quotes from the participants of principals to support the findings.

Theme 1: High Credentials vs. Past Broken Promises

Three categories emerged to support how high credentials or broken promises could help principals build a trust-based learning community or foster an educational reform for student development and effectiveness.

Category 1: Promise Practice is the cornerstone of building a trust-based relationship

Five of the twelve principals indicated that principals build a trust-based learning community for student development through promise practice. Principals practicing what they reported could effectively make a good relationship with students, parents, and teachers, increasing the school credential for effectiveness. Therefore, I selected quotes from participants of principals to support this finding.

Asa said: "I think principals could make a good guanxi [a personal, interpersonal relationship] with students, parents, and teachers for school reform and student success if they practice their promise."

Tobias indicated: "I think principals have a higher educational degree and many years of working experiences that help them to increase their credentials for school improvement."

Diana said: " I make a good relationship with my student through working with them in daily learning practice."

Table 2

Major Themes of Factors Causing Trust or Distrust from Chinese Principals with Categories and Codes with Frequency

Major Themes	Categories	Codes Selected with Frequency
Theme 1: High Credentials vs Past Broken Promises	Promise practice is the cornerstone of building a trust-based relationship	education degree (13), certificate (15), higher education (9), licensure (8), promise (16), promise practice (8)
	Strong faculty team helps principals to build a trust among school stakeholders	Team (20), teacher training (7), faculty (10), staff (6)
	Three important factors-Higher test score, high college admission rate, and school long-term reputation as the key build a trust	Test score (12), college admission (21), school history (7), social reputation (8), image (9)
Theme 2: School Reputations with a Long Historical Record vs Bad History and Conflicts	Longer school history	Long school history (6), good feature (8)
	Good review score	Review score (8), review (9)
	Lower academic performance	Lower academic (10), reputation (8)
Theme 3: Social Service vs. selfishness with a too much Profit-oriented	Comprehensive social service for all students and teachers	Social service (7), help students (8), teacher support (6)
	Too much profit-oriented educational setting	Profit-oriented (6), exam-oriented teaching (5), business-focus (9)
	Supreme selfishness	Selfishness (8), think self (3)

Joy claimed: "I can do what I promise if I have higher credentials, principal licensure, and abundant knowledge."

Hope said: "I think private school principals could make a better relationship with students and parents only if they finished their studies in higher education, many years of working experiences with higher credentials such as success stories."

Those quotes show that principals could develop a trust-based relationship with students, parents, and teachers for student achievement and school development through promise practice.

Category 2: Strong faculty team helps principals to build trust among school stakeholders

Findings show that three principals emphasize the importance of forming a strong faculty team to provide high-quality teaching for student development. I selected their quotes to support how they build a trust-based culture among school stakeholders for effectiveness.

Felix said: " as for private schools, the school can have a strong team to teach students for the best outcome. Otherwise, I think it is challenging to make a good connection with students and parents."

Jesse also indicated: "I remember our school faced teacher high turnover rate issues several years ago. The issues cause students to drop from our school and transfer to other schools."

Lydia said: " a strong teaching team can easily let students and parents believe that the school can offer a high quality in teaching and learning for their kids."

Their viewings show that principals need to build a solid faculty to present the high school credential, which could help them make a good connection with other school stakeholders such as students, parents, and teachers.

Category 3: Three important factors-high test scores, high college admission rate, and schools' long-term reputation as the key to building a trust culture

Three out of the twelve principals indicated that principals show their high credentials to create a trust-based learning culture for school effectiveness and student development. The three factors are: (1) higher test scores; (2)a high college admission rate; (3) the school's long-term reputation.

I selected quotes from the principals to support this viewing.

Titus said: "I think the test score, college admission, and school reputation are the key to making a good connection with parents. Also, I could increase the school enrollment rate because of the higher test score and college admission notices."

Hannah indicated: "my school cultivates students to take the tests and has a well-preparation to get the top university admission notice, which is very important."

Ruth confirmed: "I can drive the school's sustainable growth only if I can work with teachers to improve student test

scores, to get good college admission notices, and to have a good social image."

Their viewings show that principals could build a trust culture to improve student learning outcomes and increase school performance. Those quotes show that the high credentials from the schools could surely help principals to make a positive connection with school stakeholders for school effectiveness and to cultivate students to have a better learning outcome.

Theme 2: School Reputations with a Long Historical Record vs. Bad History and Conflicts

Three categories emerged to demonstrate how school reputation could help principals create a trust-based learning culture to foster school effectiveness and better student learning outcome. The three categories are (1) more extended school history, (2) good review scores, and (3) lower academic performance.

Category 1: Longer school history

Three out of the twelve principals mentioned that principals could easily create a trust culture for school reform and motivate all stakeholders to work together for better performance. I selected the quotes from principals to support how important the more extended school history makes a school improvement.

Ruth said: "a school's long history shows a better credential, which could help principals to build a trust culture and foster student development."

Silas indicated: "a longer school history can help principals to do a better promotion and to possibly increase the student enrollment rate and maintain a school development."

Hope finally said: "parents select a private school for their kids mostly relying on school reputation, school history, and their friends' recommendation."

Their viewings show that a long school history could help principals maintain and increase their reputation for school effectiveness and student development. The higher school reputation helps principals increase student enrollment and enhance school progressive performance.

Category 2: Good review score

Three participants of principals indicated that the school has a good review score, which is essential for principals to work with teachers and staff in delivering effective teaching for student achievement. I selected quotes from them to support this view.

Asa said: "a review score is a key indicator for parents and students to measure how well the school is. Usually, parents and students prefer to study in the key schools. In their mind, a key school could help students to get the higher test score."

Tobias indicated: "a higher review score shows a better school. A better school can increase the student enrollment rate and maintain the school's reputation for student success."

Lydia claimed: "I think some parents select our schools for their kids usually relying on their friend's comments and their tours in our school."

Those quotes from participants show that principals could increase school effectiveness, such as student enrollment rate, school ranking, and student performance, and help students reach their learning goals, such as higher test scores and top college admission notices.

Category 3: lower academic performance

Three participants stated that lower academic performance causes principals to have difficulty connecting positively with students and parents for school reform and student educational outcomes. I selected their quotes to support why lower academic performance causes distrust between school stakeholders for school effectiveness.

Jesse said: "I think lower performance causes principals to have difficulty increasing the school's reputation and student enrollment rate. Also, I realize that parents and students seek the better-performing school."

Silas indicated: "school performance is a key indicator for parents to measure the school quality in teaching in their first impression."

Joy claimed: "I think principals should pay attention to the school factors, both internal and external, such as school lower performance to make a school improvement."

Those quotes show that parents usually seek high-performance schools for their kid's studies. Finding also shows that principals could create a trust-based learning culture and work effectively with teachers, parents, students, and staff for school effectiveness and student higher academic performance in high-ranking schools.

Theme 3: Social service vs. selfishness with a too much profit-oriented

Three categories emerged to support how social service or selfishness causes principals to build trust or implement a distrust school environment for school effectiveness and student achievement. The three categories are:

- (1) Comprehensive social service for all students and teachers.
- (2) Too much profit-oriented educational setting.
- (3) Supreme selfishness.

Category 1: comprehensive social service for all students and teachers

Three out of the twelve participants indicated that promoting social service could help principals to build a trust-based learning community for student development and school effectiveness. I selected quotes from them to support this view.

Titus said: "social service work can increase a school's reputation for its sustainable growth."

Felix also indicated: "I think private schools should encourage students to do some social service work, such as helping poor

students in the village to foster student educational core value integration."

Lydia stated: "Social service is a key to school success."

Those quotes from participants show that principals increase school effectiveness and student development through providing social service and vice versa.

Category 2: Too much profit-oriented educational setting

Two principals stated that the profit-oriented private school causes many issues, such as distrust among stakeholders. It means that principals have difficulty making a positive, trusting relationship if the school cannot help students reach their learning goals, such as higher test scores and better college admission notices. Therefore, I selected quotes from them to support how the profit-oriented school impacts the school's effectiveness and student development.

Jesse said: "school is to run for business, causing many issues, such as high teacher turnover." Ruth indicated: "the private school owners tend to save cost for its profit, which causes many problems. Therefore, the profit-oriented school setting causes principals to face issues about how they could help principals with their performance."

Category 3: supreme selfishness

Three out of twelve participants pointed out principals have difficulty creating a trust-based learning community because of supreme selfishness. Supreme selfishness means that education becomes a business transaction. For example, parents pay high tuition, and the school must cultivate their kids to pass the exam with the highest test score and get top college admission notices to satisfy parents' and students' expectations. I selected the quotes from participants to support this viewing.

Tobias said: "I want my school teachers could share their notices and teaching experiences with their peers. I expect students to work with their peers to achieve their learning goals."

Hope indicated: "my top goal is to create a sharing and supportive school culture for school reform."

Ruth claimed: "The school's mission is to cultivate students to serve others and society for a better community."

Those quotes from participants show that principals need to create a trust-based and caring school culture to make a better community for school effectiveness and student development.

2). How do principals explore transformational leadership to build a trust-based learning community for school effectiveness and student development?

Three major themes emerged to show how principals use transformational leadership to build a trust-based learning community for school effectiveness and student development shown in Table 3. The three major themes are:

- (1) High-performance expectation.
- (2) Comprehensive instructional support for productive outcomes.

- (3) Helping teachers and all school stakeholders for student achievement.

Theme 1: High-performance expectation

One theme with three categories emerged to present how principals explore transformational leadership for school effectiveness and student development. I selected quotes from each category from participants to support this viewing.

Category 1: student whole-person development

Two participants indicated that principals must emphasize the student's whole personal cultivation in school. I selected quotes from them to support this view.

Hope said: "I think student whole-person growth training is the top priority besides the exam-oriented training."

Silas indicated: "Education is to cultivate student 21st-century skills, such as communication, critical ability, and creativity." Those quotes show that principals need to promote the student whole-person training associated with exam-oriented education in China.

Category 2: High-quality teaching through standard teacher evaluation

Three participants indicated principals must improve the school's effectiveness and student development through teaching evaluation. I selected quotes from them to support this view.

Jesse said: "I think principals need to evaluate teachers' performance through various ways such as observation, feedback, and test score to deliver high-quality teaching."

Hope indicated: "a regular, systematic evaluation is important for school performance."

Lydia claimed: "offering high-quality teaching with a good score is the top priority for my school development. So, I think the evaluation is important."

Those quotes show that evaluation is an effective strategy for principals to ensure the quality of teaching for student achievement and sustainable school growth.

Category 3: Higher academic performance

Five participants indicated that higher academic performance is still the priority for the principal to work with teachers, parents, and staff for student learning outcomes. I selected quotes from them to support this view.

Titus said: "high test score is the top priority for me to evaluate student achievement and their future college plan."

Tobias said, "I need to make sure some of my students get the college admission notices from the top 100 world-ranking universities, which can help me maintain the school enrollment rate."

Dianna said: "I need to work with teachers for student high academic performance."

Hannah confirmed: "I think the school could increase its social reputation only if it can help students to pass the exam

with the higher test score and get the top university admission notices."

Lydia claimed: "although I believe the whole person's education is important, I must focus on academic performance. I measure and evaluate teachers' performance by relying on their student's test performance."

Those quotes show that principals need to work with teachers, parents, and staff for students' high academic performance. Even though some participants indicated that school needs to cultivate student whole-person integration, they still emphasize the importance of academic performance, especially test scores, admission notices, and enrollment rates. Therefore, higher test score creates a better opportunity for student success and school development.

Table 3

Major Themes of Strategies for Chinese Principals of Using Transformational Leadership in Trust-based Building for School Effectiveness and Student Development with Categories and Codes Selected with Frequency

Major Themes	Categories	Codes Selected with Frequency
Theme 1: High-performance expectation	Student whole-person development	Whole person (9), student success (3), development (8), growth (5)
	High-quality teaching through standard teacher evaluation	Teaching quality (6), teacher evaluation (7), high expectation (5)
	Higher academic performance, such as, graduation rate, student enrollment, college admission notices, and student test score	Academic performance (5), graduation rate (10), college admission notices (13), test score (20)
Theme 2: Comprehensive instructional support for productive outcomes	Classroom teaching observation	Observation (10), classroom management (3), instruction (3)
	Comprehensive teaching skill training	Teaching skill support (2), training (5), professional development (3)
	Teaching assessment for student learning progress	Assessment (11), evaluation (5), monitoring (2)
Theme 3: helping teachers and all school stakeholders for student achievement	Teaching feedback	Feedback (10), comments (5)
	Teacher professional development	Professional development (3), teacher support (5)
	Teacher regular meeting	Meeting (10), regular conference (3), discussion (8)

Theme 2: Comprehensive instructional support for productive outcomes

Three categories emerged to investigate how principals use instructional support for better student outcomes. The three categories are (1) classroom teaching observation, (2) comprehensive teaching skill training, and (3) teaching assessment for student learning progress. I selected quotes from participants to support this viewing per category.

Category 1: Classroom teaching observation

Three participants indicated that principals transform their school and educational core values to the students, teachers, staff, and all schools' stakeholders for school effectiveness and student development. I selected quotes from participants to support this viewing.

Silas indicated: "Classroom observation is an effective way for me to work with teachers for better student learning."

Joy said: "I use classroom observation comments to the teachers to improve their teaching skills and help student growth."

Felix claimed: "I help my teachers through classroom observation, formal talk, and informal conversation."

Their viewings show that classroom observation is an effective way for principals to work with a teacher for high-quality teaching for student achievement.

Category 2: Comprehensive teaching skill training

Three participants indicated that principals need to sharpen teachers' professional knowledge and skills to deliver high-quality teaching for student achievement. I selected quotes from them to support this view.

Asa said: "I always pay attention to the teacher training, especially the novice teacher."

Diana indicated: "I think the school offers in-service teacher training, which is important."

Lydia confirmed: "I think schools should encourage teachers to upgrade their teaching knowledge and skills such as attending the conference and intensive course training."

Those quotes show that school needs to sharpen teachers teaching skills through skill activity training continuously.

Category 3: teaching assessment for student learning progress

Two participants indicated that principals use the review to monitor the student's learning progress. I selected quotes from participants to support this viewing.

Diana said: "I used different ways to assess the teachers' teaching performance for student development and school effectiveness. The strategies include classroom observation, parent feedback, student feedback, and test scores." Ruth also indicated: "I think the assessment is important for school development." Therefore, principals use assessment to monitor school effectiveness and student achievement.

Theme 3: Helping teachers and all school stakeholders with student achievement

Three categories emerged to investigate how principals help teachers with student achievement. The three categories are (1) teaching feedback, (2) teacher professional development, and (3) teacher regular meetings.

Category 1: Teaching feedback

Three participants indicated that principals give feedback to teachers, which is essential to monitor the quality of teaching for student progress. I selected quotes from participants to support this viewing.

Felix said: "Feedback is important for me to help teachers with their teaching officially."

Hope indicated: "I give my feedback to teachers after classroom observation."

Ruth claimed: "I have at least four-time classroom observations for each of the teachers in each semester. I think it is important."

Those quotes show that principals give feedback to teachers, which is crucial for them to ensure a high quality of teaching for student learning performance and school development.

Category 2: Teacher Professional Development

Five participants indicated that professional development is essential for teachers to sharpen their teaching skills and to help students toward their learning goals. I selected quotes from them to support this view.

Asa said: "Teacher professional development is important."

Felix indicated: "Professional development for novice teachers is so important that teachers could help more to the students in learning."

Joy confirmed that "school must offer some teacher professional activities [such as technology in use, office, knowledge of special education] for teachers to sharpen their skills. "

Hope indicated: "we have monthly teacher professional development training."

Ruth claimed: "we often invite some scholars to give a talk to the teachers for them to develop their teaching skills and also to know the current school trends, educational policy, and college application requirements."

Those quotes above show that professional development activities could help principals develop teachers' teaching knowledge and skills to provide highly effective teaching for student success. Also, professional development can help principals to create a sharing and trust-based professional learning community."

Category 3: Regular teacher meeting

Two participants indicated that the regular teacher meeting is essential for principals to work with them for school effectiveness and student achievement. I selected quotes from them to support this view.

Titus said: "Regular teacher meeting is vital for the school building."

Lydia indicated: "Regular meeting among school stakeholders is a way for principals to foster them to understand school cultures for school development. "

Therefore, all quotes above indicate that principals can use transformational leadership to build a trust-based learning community for student achievement and school development.

3). How do principals investigate trust-based learning communities in fostering school effectiveness and student development?

Three major themes emerged to investigate how principals use the trust-based learning culture to foster school effectiveness and student development. The three themes are:(1) building common goals and expectation; (2) developing a trust-based culture; (3) fostering self-dispositioning

Theme 1: Building a common goal and expectations

Three categories emerged to explore how essential the principals need to build shared goals and expectations for school effectiveness and student development. The three categories are: (1) excellence in teaching and learning; (2) higher academic outcomes; and (3) a trust-based and supportive learning community.

Category 1: excellence in teaching and learning

Three participants indicated that principals need to ensure the school offers high-quality teaching for students to pass the exam with the highest test score, receive a top university offer, and increase school enrollment for school effectiveness and student achievement.

Table 4

Major Themes of Strategies for Chinese Principals of using a Trust-based Culture for School Effectiveness and Student Development with Categories and Codes selected with Frequency

Major Themes	Categories	Codes Selected with Frequency
Theme 1: Building a shared goals and expectation for School Effectiveness	Excellence in teaching and learning	excellence (3), high standards (2), better performance (3)
	Higher academic outcomes	Academic outcomes (6), better results

		(7)
	Trust-based and supportive learning community	Supportive community (5), for good (6)
Theme 2: Developing a Trust-based culture for personal integrity, commitment, and honesty	Personal integrity records for student growth	Integrity (9), personal growth (3)
	Commitment among school stakeholders for school effectiveness	Commitment (8), engagement (5), trust-culture (10)
	Honesty for school steady, healthy, and sustainable growth	Honesty (10), healthy (3), steady (5)
Theme 3: Fostering self-dispositioning with a grit for student whole-person growth	Developing student core competency, such as creativity, collaboration, communication, critical thinking	Creativity (8), collaboration (9), communication (5), critical thinking (3), core value (5)
	Fostering student self-dispositioning	Dispositioning (3), self-growth (5)
	Fostering students' positive values and attitudes with grit for their higher achievement	Positive attitude (3), gritty (5), educational core value (6)

Therefore, I selected quotes from participants to support this view.

Jesse said: "I think the private schools in China could continuously sustain and grow only if the school can offer excellent teaching and better outcomes, such as the highest test score."

Dianna indicated: "a high academic performance is a key for school growth."

Lydia claimed: "I think parents and students recognize the school quality in teaching just relying on student test performance. So, offering the best teaching is important for school improvement."

Those quotes show that excellence in teaching and learning sustains school development for student achievement.

Category 2: Higher academic outcomes

Three principals indicated that principals need to make school development by increasing student academic outcomes. In Chinese school contexts, a high-test score symbolizes a better chance to get a better college offer, and better college offers indicate a better job chance after completing their degree. I selected quotes to support this viewing.

Jesse said: "student test score is the top priority."

Tobias indicated that "higher test scores could increase the school's social reputation and increase school enrollment rate."

Titus confirmed that "score is a key for principals to focus. "

Hannah claimed: "I know that student academic performance is the top priority in the competitive school market in China."

Ruth noted: "high academic performance shows the quality of the school."

Therefore, principals need to work with teachers to foster student academic learning outcomes, such as passing the higher test score and getting a better university admission notice for school effectiveness.

Category 3: Trust-based and supportive learning community

Three participants indicated that principals need to use trust-based culture to create a supportive school learning community for student achievement and effectiveness. I selected quotes from them to support this view.

Hope said: "a trust-based culture can help principals to build a sharing and positive school climate."

Joy indicated: "building a trust-based culture is essential for principals to work with teachers, parents, and students for school effectiveness. "

Silas claimed that "creating a trust culture is vital for students to share their thoughts with their peers and faculty."

Those quotes show principals need to create a trust-based learning community for student achievement and school development.

Theme 2: Developing a trust-based culture for personal integrity, commitment, and honesty

Three categories emerged to explore how principals foster a trust-based culture for student integrity, commitment, and honesty for student growth.

Category 1: personal integrity records for student growth

Two participants indicated that principals need to foster student integrity for personal gain. I selected quotes from them to support this view.

Asa said: "I think school should foster student whole person integrity and 21st-century skills, such as creativity and communication."

Joy indicated: "I think schools should foster student personality besides test scores. I do not believe the test score should be the top priority."

The viewings from Asa and Joy confirmed that principals need to foster students' whole person and 21st-century skills growth for student development.

Category 2: commitment among school stakeholders for school effectiveness

Two participants stated that principals must emphasize the importance of responsibility among school stakeholders, including teachers, parents, and students, for school development and student success. I selected quotes from participants to support this viewing.

Hope said: "commitment is a key among teachers, students, staff, and principals for school reform and student achievement."

Silas indicated: "I think engagement is essential for school implementation and improvement by working with teachers, students, staff, and parents."

Category 3: honesty for school steady, healthy, and sustainable growth

Three participants indicated that principals need to emphasize the importance of fostering educational core values such as honesty for school development. I selected quotes from participants to support their viewing.

Titus said: "I think education should integrate both educational core values such as honesty and exam-oriented training for the student to face their life challenges."

Asa indicated: "I think honesty in education is important, especially to an elementary student."

Joy claimed: "Honesty is a key for school effectiveness and student whole person growth."

Theme 3: Fostering self-dispositioning with grit for student whole-person growth

Three categories emerged to help students to foster student dispositioning for their whole person growth. The three categories are (1) developing student core competency, (2) fostering student self-dispositioning, and (3) fostering students' positive values and attitudes.

Category 1: developing student core competency

Six participants, including Asa, Silas, Hope, Joy, Lydia, and Ruth, indicated that principals should foster students to develop their educational core competencies such as communication, collaboration, creativity, and critical ability. For example, Asa said: "Education is to foster students to develop their potential knowledge such as communication skill, and problem-solving skills, not just for test-preparation." Hope also indicated that "[principals] need to develop student educational core values." Therefore, principals need to work with teachers, parents, and staff to student educational core values cultivation.

Category 2: Fostering student self-dispositioning

Two participants indicated that principals must foster students to build their self-dispositioning to face life and learning challenges. I selected quotes from them to support this finding.

Tobias said: "I think principals need to work with teachers to foster students to build their self-dispositioning." Ruth also indicated that "students build dispositioning, which is important for them to decide what they want to do and how they could reach their life and learning goals." Therefore, principals need to foster dispositioning student building.

Category 3: fostering students' positive values and attitudes

Three participants emphasized that principals should foster students to build positive values and have a positive attitude to face learning and life challenges. For example, Titus said that "[principals] need to work with teachers and parents to foster student educational core values such as creativity building and also help them to develop a positive life attitude to face their reality in life." Ruth and Hannah also indicated that principals need to help students to find out their life goals in a "positive way." Therefore, principals need to foster students to have a positive attitude which could help them face their life challenges in the challenging community. Also, findings show that principals build a trust-based learning culture for school effectiveness and student achievement.

DISCUSSION, CONCLUSION, FUTURE RECOMMENDATION STUDIES

Discussion

Three major findings are discussed in this study. First, practicing promise could help principals build a trust-based learning community for student achievement and effectiveness. This finding is compatible with the Chinese traditional culture. For example, Yao (2017) indicated that principals must foster school reform using Confucian philosophy. Zhang (2023a) stated that Confucianism could enable school principals to promote promise in leading school development. Their viewings were supported by other scholars such as Pang, Esping, and Plucker (2017), and Simmie and Sheehan (2022), who indicated that principals have a chance to build a trust-based learning community through their promise practice. However, some scholars pointed out that Chinese private school principals foster teachers to increase the students' academic learning outcomes for school effectiveness. For example, Zhang and Koshmanova (2022a) indicated that principals still emphasize that the student test score is the top priority in teaching. Leithwood, Patten, and Jantzi (2010) stated that principals still focus on the testing score in measuring the school performance, a similar view supported by Liu and Hallinger (2018). Their viewings show that a test score is essential for principals to make school progress. Therefore, principals must practice promise to drive school effectiveness and student development.

Second, this new finding shows that principals generate social service to increase school effectiveness and reputation for sustainable school growth. The previous literature usually suggested that principals focus on student achievement training through traditional teaching approaches for school effectiveness. For example, Hallinger and Heck (1998) indicated that principals could use leadership skills to improve school effectiveness. Day et al. (2011) suggested that principals could build a trusting school culture through their service. Zhang (2023a) claimed that principals must address the achievement gap through leadership skills. However, the finding shows that principals need to promote social service through TL and trust-based learning for student achievement and school effectiveness. Although many private schools use

traditional teaching approaches such as mock test preparation and lecture in the classroom (Zhang & Koshmanova, 2021b), this study finds that principals generate social service to have many benefits for school reform. Therefore, principals develop social services in Chinese private school contexts to increase the school's social reputation for sustainable school growth.

Finally, the finding suggests that principals use evaluation skills to monitor school improvement and student learning progress and emphasize the importance of whole-person education. This study also finds out that principals need to generate whole-person cultivation. Some previous works of literature show that principals need to use evaluation approaches to generate school development for student achievement. For example, Zhang (2023a) indicated that using evaluation approaches could help school leaders to monitor school performance. They stated that principals need to use different evaluation skills to increase the school's effectiveness. However, some previous studies reported that principals in China evaluate student development and school effectiveness through test scores, college academic admission notices, and student enrollment rates. Therefore, the finding shows that principals generate various types of evaluation to determine the basic needs for school effectiveness and student achievement through promoting TL and culture-based culture.

Conclusion

Three major findings were concluded. First, Chinese principals should use integrated approaches to increase school performance and student achievement. Results show that principals must emphasize and generate the educational core value formation in elementary and middle schools. However, principals tend to use the exam-oriented teaching approach to increase student test scores for school effectiveness. Second, Chinese principals need to generate social services to foster student whole-person training. The previous studies showed that principals usually use traditional teaching approaches such as mock preparation, test, and quiz to increase student learning outcomes (Zhang, 2022). However, the current study finds that principals need to promote social service, which effectively increases the school's social reputation and builds a service culture through social service. Also, social service could help principals to foster students to determine their life values and to find out what they want to do and how they would contribute their talent to serve people in the community. Finally, principals must use comprehensive evaluation strategies to assess the school's performance for student whole-person growth. In the past, principals usually evaluated teachers' job performance through their students' test performance. However, this study finds that principals need to use comprehensive ways to assess teachers' job performance, such as classroom observation, feedback, and survey from students, parents, teachers, and staff besides testing score. Therefore, findings show that principals could use TL to build a trust-based community for student achievement.

Future Study Recommendation

This study determines that principals explore TL to build a trust-based learning community for student achievement and school effectiveness. Findings also stated that principals need to combine different types of teaching, learning approach, and leadership skills for student achievement. Therefore, two recommendation studies were suggested. First, the purpose of the descriptive qualitative study was to explore the experiences of principals (N=12), teachers (N=12), students(N=12), and parents (N=12) to increase the school's effectiveness and student outcome. Second, the experimental study aims to determine what intervention methods are best for student achievement and school effectiveness. Therefore, principals need to integrate all school disciplines for student development and school effectiveness through TL and a trust-based approach.

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