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Research Article

Effects of School Principals' Leadership Behaviors: A Comparison between Taiwan and Japan *

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Abstract

This study is a cross-national research in school leadership behaviors. Research subjects in this study include primary and secondary school teachers in Taiwan and northeastern Japan. By referring to “School leadership of the future,” this study summarized that school leadership is working toward a team approach to instruction leadership, compound leadership, and diverse leadership. By referring to relevant literature, the researcher also determined pertinent criterion variables, including school effectiveness, teachers' job performance, and teachers' organizational commitment. The results obtained through collecting questionnaire copies and performing statistical analyses are as shown below. Firstly, in terms of the same leadership behavior's contribution to school effectiveness, the two countries revealed some differences. A team approach to instructional leadership is conducive to students' performance in Taiwan and teachers' professionalism in Japan. The two countries also showed differences in different leadership styles' effects in facilitating teachers' commitment. School principals in Taiwan should employ structure and symbol-oriented leadership; whereas, school principals in Japan should employ a team approach to instructional leadership. As indicated by these results, Japan has a stronger team approach to leadership characteristic in comparison to Taiwan. As Japanese culture values team honor, employing a team approach to leadership could facilitate teachers' professionalism and commitment. Due to Taiwanese society's diverse cultures and difficulty in reaching a consensus, setting a clear goal and employing structure and symbol-oriented leadership with an established paradigm or a heroic story may better facilitate teachers' commitment.

Keywords

A team approach to instruction leadership • Leadership behaviors in Taiwan and Japan •
School effectiveness • Teacher's job performance • Organizational commitment

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Japanese culture values the team approach to leadership, as a team's honor is greater than an individual's honor (Ishikawa, 2012; Turner, 1991). In the 1980s, team spirit gave birth to "Japan No. 1" (White, 1980). Subject to cultural influences, honor and shame are what Japanese samurai often had in mind when they do things. In order to attenuate shame and maintain honor, Japanese samurai performed *Seppuku* "stomach- or abdomen-cutting" when they brought shame to themselves (Chang, 2015). The researcher believes that such a culture represents a spirit and power controlled by the society within this group, and makes Japanese nationals value teams and groups. Meanwhile, there are also studies that associate samurai spirit with Japanese sports coaches' leadership (Miller, 2011), meaning that leaders in Japanese organizations value a team's honor and develop the concept of samurai paradigms. These thoughts are similar to opinions in Sentocnik and Rugar's (2009) thesis, *Future School Leadership*, in many ways. Sentocnik and Rugar believed that, in addition with the evolution of value systems in different periods of time, principals' role would march toward a team approach to leadership, diverse leadership, and symbol-oriented leadership.

Taiwan is located at the junction of East Asia and Southeast Asia and is an island country like Japan. Both countries share similar geographic characteristics and a culture rooted in Confucianism (Ling & Shih, 1998; Nosco, 1998). However, Taiwan is an island country with diverse cultures as a result of Dutch, Spanish, and Japanese rule in the past (Li, 2009; Rudolph, 2011). In recent years, transnational marriages are becoming popular in Taiwan with an influx of migrants from the Philippines, Vietnam, Malaysia, Indonesia, and mainland China, which accentuates the phenomenon of cultural diversity in Taiwan. Therefore, more than ever, Taiwan's educational fields in recent years are leaning toward embracing more diverse value systems and complex behaviors (Wu, 2011; Tsai, 2011). Traditional principal-centric leadership behaviors may become unable to handle complex and diverse school environments (Weberg, 2012). Teachers' diverse values and complex behaviors necessitate that a school principal must adopt diverse leadership (multi-frame leadership) (Bolman & Deal, 2008) or compound leadership to cater to different circumstances and conditions (Uhl-Bien, Marion, & McKelvey, 2007).

As Taiwan was ruled by Japan, considerable similarities exist between Taiwanese and Japanese culture. However, since Taiwan has not been ruled by Japan for 70 years, Taiwanese culture has diverged from Japanese influence.

On the premise that cross-national research of leadership behaviors could enhance the academic value of research results (Boehnke, Bontis, DiStefano, & DiStefano, 2003), this study sets out to explore the similarities and differences of school leadership behaviors in Taiwan and Japan. The benchmark for the comparison of leadership

behaviors and the theoretical foundation of leadership behaviors originates from a team approach to instruction leadership, compound leadership (including adaptive leadership and delegative leadership), and diverse leadership (including structure-oriented leadership, human resources leadership, politically-oriented leadership, and symbol-oriented leadership), which were emphasized in the thesis, *School Leadership in the Future* (Sentocnik & Rupar, 2009). This study investigates the aforementioned leadership behaviors and their effects on the basis of two theories: (1) behavioral pattern theory, which argues that leadership behaviors affect subordinate behaviors and organizational performance (Schöner & Kelso, 1988); and (2) behavior theory, which states that leadership behaviors affect subordinate performance (Khan, Nawaz, & Khan, 2016). Premised on these theories, this study examines the differences between these leadership behaviors and developed appropriate indicators for teacher performance and organizational performance.

In order to determine which leadership behaviors are effective, the researcher sought suitable criterion variables from previous literature. According to suggestions proposed by the research results of Avey, Palansk, Walumbwa (2011), Biswas (2009), Cerit (2010), and Vacchio, Justin, Pearce (2008), principals' leadership behaviors are related to teachers' job performance and organizational commitment. According to the research results of Smart (2003), leadership behaviors and school effectiveness are positively correlated. Snyder (1983, p. 32) pointed out that school achievements evaluation and school effectiveness evaluation are important indicators. Cerit (2010) also pointed out teachers' job performance and teachers' organizational commitment are critical determining factors for a school's success or failure. Therefore, teachers' job performance (an indicator for individuals), organizational commitment (an indicator for organizations), school effectiveness (a comprehensive indicator, as it reflects the overall performance) were chosen as criterion variables to evaluate school principals' leadership behaviors in this study.

Studies conducted in Japan before 2000 have supported the relationship between organizational culture and commitment (Lincoln & Kalleberg, 1996) and the role of principals' symbolic leadership in teacher performance (Bartell & Willis, 1987). This suggests that principals' leadership behaviors affect teachers' performance and commitment to the school. Since 2010, researchers have begun to focus on organizational effectiveness in Japan, indicating that leadership is instrumental in achieving organizations' intended outcomes (Boehm, 2012). Thus, leadership behavior and organizational commitment, effectiveness, and performance are widely discussed in Japan. In addition, the relationship between organizational commitment and performance has recently been explored in Taiwan (Hung & Chou, 2013). For example, Chen and Chen (2008) showed that leadership behaviors can strengthen organizational commitment. Pan, Nyeu, and Chen (2015) conducted a meta-analysis

of the instructional leadership literature of the past 20 years, but they did not investigate the relationship between leadership behavior and organizational effectiveness, performance, or commitment. Although such relationships have recently received considerable academic attention in Taiwan and Japan, they are still poorly understood. Thus, this study aims to elucidate them. Moreover, because education is mandatory in both countries from the 1st to the 9th grade (Knipprath, 2010; Tu, 2007), this study analyzed primary and secondary school principals' leadership behaviors through various criteria that account for differences in leadership behavior in Taiwanese and Japanese schools, and their respective influence on school effectiveness, teachers' job performance, and organizational commitment and differences.

Specifically speaking, this study aims to: (1) explore the relationship between school leadership behaviors, school effectiveness, teachers' job performance, and teachers' organizational commitment in Taiwan and Japan; (2) to explore the similarities and differences of leadership behaviors in Taiwan and Japan.

Literature Review

An overview of Taiwanese culture, Japanese culture, and schools in Taiwan and Japan

Japanese cultures have always had numerous exchanges with Chinese culture and Western culture. In the early period, Japan was subject to the cultural influence of the Tang Dynasty in ancient China. At present, unique Japanese culture has been developed in Japan, which started to accept western culture during Emperor Meiji's reign (Chang, 2015). Japanese culture values working as a team and putting a team's honor above an individual's honor (Ishikawa, 2012; Turner, 1991). Team spirit and honor contributed to "Japan No.1" in the 1980s (White, 1980). Cherry blossoms are considered a symbol of Japanese culture and the samurai spirit. Samurai strive to attain honor and are willing to sacrifice their lives to protect their country and home. Despite that their lives are as fleeting as the lives of cherry blossoms from blossoming to withering, samurai still bravely pursue such symbolic meaning (Chang, 2015). Such a spiritual paradigm and belief is similar to an organization's symbol-oriented leadership and team approach to leadership.

According to previous literature, Japanese school principals also value symbol-oriented leadership, instruction leadership, care-oriented leadership, and structure-oriented leadership. For example, as revealed by Bartell and Willis (1987)'s interviews with secondary school principals, Japanese school principals value symbol-oriented and instructional leadership and trust teachers' performance. Other studies also showed that Japanese school principals value both interpersonal care and authoritativeness. For example, Nobuyoshi (1983) found that participative leadership

is the most suitable leadership style for Japanese school leadership. However, Nobuyoshi also found that Japan school principals' leadership behaviors maintain a subtle balance between interpersonal care and structural authoritativeness.

Being under the colonial rule of Dutch, Spanish, and Japanese in the past contributed to the diverse cultures in Taiwan's society (Li, 2009; Rudolph, 2011), as these countries' cultures have blended with Taiwanese culture. In recent years, transnational marriages are becoming popular in Taiwan, with an influx of migrants from the Philippines, Vietnam, Malaysia, and Indonesia, which accentuates the phenomenon of cultural diversity in Taiwan. Diverse cultures denote diverse value systems and more complex school scenarios. Facing such diverse and complex scenarios, school principals may need to employ diverse leadership and compound leadership.

In summary of the above statement, while Japan and Taiwan may be somewhat similar in terms of the two countries' culture and political history, there might also be some similarities and dissimilarities in both countries' school leadership behaviors. As this study is about school leadership in Japan and Taiwan, the results of this study may have positive meanings and value for scholars in all countries to understand school leadership in East Asian countries.

Appropriate School Leadership

Under the trend of education modernization, school principals must change their old leadership styles (Lin, 2005). In the thesis, *School Leadership of the Future*, Sentocnik and Rupar (2009) proposed an idea regarding future leadership. They believed that future school leadership should march toward team leadership and split leadership responsibilities. In the article, *Leadership: Current theories, research, and future direction*, Avolio, Walumbwa, and Weber (2009) organized literature on organizational leadership in recent years, and summarized that the directions for school leadership's development should include the following trends for development: a team approach to leadership, teaching-oriented leadership, delegative leadership, compound leadership, and leadership that accepts diverse value systems. An account of these leadership styles are given below:

A team approach to instruction leadership. This leadership behavior refers to a school leader's consent to let subordinates exercise instructional leadership in order that subordinates could incorporate their personal talents into educational activities to allow a team to actualize a teaching plan (Gletthorn & Newberg, 1984). Gletthorn and Newberg put forward the notion in 1984, and believed that, given the distinct academic subjects in junior high school education and the clear-cut line between knowledge in different academic disciplines, it is difficult for a teacher-turned-school

principal to be better than a professional instruction leader of an academic subject and field. If a school principal could delegate the instruction leadership role to a few professional teachers in each academic subject, a team approach to instruction leadership is formed. On the other hand, despite the shadowy line between knowledge in different academic disciplines and academic subjects in primary school education, primary school principals would also encounter difficulties in using instructional leadership, as they have gradually become rusty in teaching after dealing with long-term administrative tasks. At present, Taiwan still lacks the exploration of a team approach to instructional leadership. However, Japan may have some research in this field. For example, [Balazs \(2007\)](#) pointed out that Japanese management theories are based on teamwork, which can be seen as a team approach to leadership. [Lambert \(2006\)](#) found that successful school leadership largely allows teachers to share authoritativeness and responsibilities, as it elevates teachers' self-value and desire to improve the effects of teaching. Therefore, future leadership behaviors should cut back on school principals' dominance, yet value instruction leadership and team leadership, the combination of which is referred to as a team approach to instructional leadership in this study.

Compound leadership. Contemporary school teachers' diverse values have a compound system. In the compound system, compound leadership is embedded in individuals' reciprocal interactions, including a leader's adaptive behavior and delegative behavior ([Uhl-Bien et al., 2007](#)). In terms of the adaptive behavior, a leader's role moves from a planner to a facilitator, which facilitate the flow of information and teachers' behavioral adjustment ([Weberg, 2012](#)). In terms of delegative behavior, a leader gives subordinate authorization, enables the subordinate to commit himself/herself to work, and enables an organization's knowledge to flow ([Uhl-Bien et al., 2007](#)). Therefore, compound leadership may help an organization demonstrate effectiveness or perform better.

Diverse leadership. By assembling and organizing a large number of literature, [Bolman and Deal \(2008\)](#) established diverse-frame leadership, which involves leadership behavior from four frames of leadership: structure-oriented leadership, human resources leadership, politically-oriented leadership, and symbol-oriented leadership. Structure-oriented leadership's central concept values members' clear role-associated tasks and an organization's clear goals. Human resources leadership's central concept values the satisfaction of members' needs and the development of interpersonal relationships. Politically-oriented leadership's central concept values how an organization leader uses his/her power and the leader's approaches to negotiate and reach a compromise. Symbol-oriented leadership's central concept refers to creating an organization's heroic stories, as well as creating an organization's values, meanings, and rituals.

The similarities and differences between principal leadership behaviors in Taiwan and principal leadership behaviors in Japan. Japanese school leadership values both interpersonal care and authoritative. For example, Nobuyoshi (1983) found that participative leadership is the most suitable school leadership in Japan. However, Nobuyoshi (1983) also found that Japanese leadership behaviors reflect a subtle balance between humane care and authoritative, where authoritative is on the side of structure-oriented leadership and care is on the side of human resources leadership. School leadership behaviors in Taiwan also value behaviors that show interpersonal care (Chen & Cheng, 2011), yet authoritative leadership is no longer frequently seen. Therefore, Taiwanese school leadership and Japanese school leadership are similar in interpersonal care, but different in how authority is exercised.

Japanese corporations value employees' loyalty and team spirit. Employees in a team are promoted in an orderly way, step by step (Nightingale, 1972). However, there has been no conclusion regarding whether Taiwan corporations value teams as much as Japanese corporations do. Judging from the perspective of social culture, both Taiwan and Japan are countries in East Asia. Lang, Irby, and Brown (2012) believed that paternalistic leadership (patriarchal leadership) is a value shared among countries in East Asia. It can be imagined that both Taiwan and Japan are in the geographic region of paternalistic leadership, and paternalistic leadership is similar to structure-oriented leadership. Therefore, structure-oriented leadership exists in both Taiwan and Japan.

In addition, team behaviors and effectiveness are correlated in Japan (Ishikawa, 2012). However, strong team consciousness may suppress individuals' performance (Ishikawa, 2012). Markulis, Jassawalla, and Sashittal (2006) found that different teams' leadership behaviors produced different effects. As effective as an emerging leaders is, a designated leader may be more effective. Primary and secondary school principals in Taiwan become school principals through a selection process, and are therefore more similar to emerging leaders. Primary and secondary school principals in Japan are appointed by a local education committee (Ministry of Education, Culture, Sports, Science, and Technology, 2004). Therefore, the effectiveness of primary and secondary school principals' leadership might be different in Taiwan and Japan.

Leadership behaviors and school effectiveness. As pointed out by previous literature, leadership behaviors have a significant impact on school effectiveness (Prasertwattanakul & Chan, 2007). Markulis, Jassawalla, and Sashittal (2006) also supported the correlation between leadership and effectiveness. As revealed by Japanese research, there is a correlation between team leadership, compound leadership, and effectiveness. For example, in a survey among 122 Japanese

employees, [Ishikawa \(2012\)](#) found a significant correlation between team leadership and team performance. With 1,423 university students as research subjects, the research results of [Smart \(2003\)](#) support that there is a significant correlation between compound leadership behaviors and organizational effectiveness.

The results of research in Taiwan also support the correlation between leadership and effectiveness. The research results of [Chiou and Chang \(2009\)](#) found that collaboration between leaders and subordinates in Taiwan is conducive to satisfaction with service quality. [Chang, Chin, and Hsu \(2008\)](#)'s research found that Taiwanese school principals' technological leadership behaviors are conducive to students' academic achievements. Both satisfaction with service quality and students' academic achievements are indicators of school effectiveness.

Leadership behaviors and teacher organizational commitment. Japanese organizations place extreme value on employees' loyalty and commitment, and expect employees to consider their employment at an organization their lifetime work after they enter the organization, and connect their destiny with the organization's destiny. Therefore, one of Japanese organizations' employee selection criteria is to select employees with stronger organizational commitment ([Nightingale, 1972](#)). In contrast, studies of Taiwanese organizations' requirements for organizational loyalty and commitment are relatively insufficient.

In terms of the relationship between leadership behaviors and organizational commitment, [Cerit \(2010\)](#) chose 563 Turkish primary school teachers as research subjects, and produced research results showing that principals' leadership has positive impact on teachers' organizational commitment; principal leadership and organizational commitment have a correlation coefficient $r = .72$; principals' personal care behaviors and organizational commitment have a correlation coefficient $r = .76\sim.77$; authoritative leadership has a negative impact on organizational commitment ([Cerit, 2010, p. 314](#)). In addition, the research results of [Hulpia, Devos, and Keer \(2010\)](#), which invited 1,522 teachers as research subjects, pointed out that distributed leadership has positive impact on teachers' organizational commitment. The research results of [Vries, Bakker-Pieper, and Oostenveld \(2010, p. 375\)](#), which used 279 Ministry of Education employees as research subjects, pointed out that work-oriented leadership has no significant impact on group commitment. Given that previous literature largely indicated a correlation between leadership behaviors and organizational commitment, the researcher chose organizational commitment as a criterion variable to examine leadership behaviors.

Leadership behaviors and teachers' job performance. As revealed by previous research, leadership behaviors have significant and positive impact on teachers' job performance ([Chen & Cheng, 2011](#)). After entering actual teaching scenarios

and performing qualitative research, the research results of Meyers, Meyers, and Gelzheiser (2001) found that schools were less productive with a school principal who demonstrated more dominant leadership behaviors. In contrary, shared decision-making leadership behaviors (delegative behaviors) led to teachers' higher job involvement. The research results of Pearce and Herbig (2004) also found that team leadership has positive impact on teachers' civil behaviors. Therefore, there is significant and positive correlation between leadership behaviors and teachers' job performance, which can be used as a criterion variable in this study.

Organizational commitment and teachers' job performance. As indicated by previous research, organizational commitment has positive impact on teachers' job performance. For example, Wang's (2010) research survey among 500 teachers showed that emotional commitment has positive impact on teachers' job performance. Cohen and Liu (2011) surveyed 192 church school teachers, and found that organizational commitment has a positive impact on teachers' role performance. As such, this study also examined the correlation between organizational commitment and teachers' job performance.

Research Design and Implementation

Research Structure

This study's framework consists of an analysis of primary and secondary school leadership behaviors in Taiwan and Japan. Research variables include a team approach to instruction leadership, structure and symbol-oriented leadership, people-oriented and politically-oriented leadership, and compound leadership (adaptive and delegative leadership). Principal leadership behaviors are antecedent variables, while school effectiveness, teachers' organizational commitment, and job performance are criterion variables. Multiple regression analysis is used to investigate the correlation between the four leadership behaviors, school effectiveness, teachers' organizational commitment, and job performance (see Figure 1).

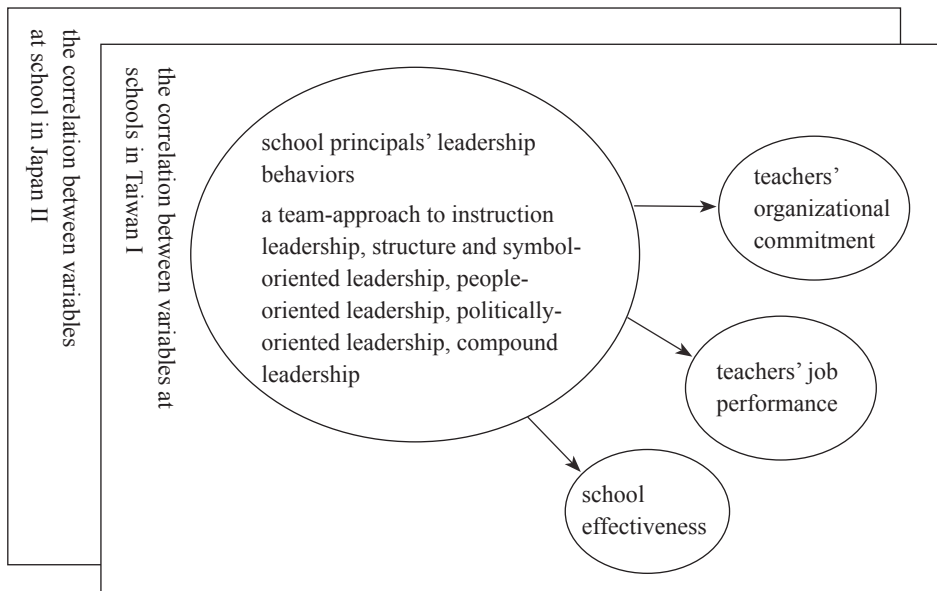


Figure 1. The conceptual correlation between variables in this study.

Research Subjects

This study’s research subjects include public and private primary school and secondary school teachers in Taiwan and Japan. Below is an explanation of the process regarding how the research sample was acquired.

Taiwan. Clustered-stratified random sampling was employed to classify Taiwan into four geographic areas: north Taiwan, central Taiwan, south Taiwan, and east Taiwan, and proportional sampling was employed depending on the total number of teachers in each geographic area. In total, a sample of 1,870 primary school teachers and 976 secondary school teachers were selected, and a total of 2,272 valid questionnaire copies were returned, for a valid response rate of 79%.

Japan. Carrying out a questionnaire survey in Japan is technically difficult, as a questionnaire survey can only be conducted after obtaining approval from a local education committee. In order to make the survey research run smoothly, local professors’ assistance and support are essential for cross-national data collection. For that reason, professors at Ishinomaki Senshu University in northeastern Japan were invited to assist with the questionnaire survey.

Northeastern Japan mainly consists of the Miyagi Prefecture, Iwate Prefecture, and Aomori Prefecture. Sendai is the largest city in northeastern Japan and the third largest city in Japan, with a population of about 2 million, which is similar to the

population in New Taipei City and the population in Kaohsiung City. Clustered-stratified random sampling was employed to select a research sample from primary and secondary schools in northeastern Japan, with 120 teachers at 20 schools in each of the three prefectures: Miyagi Prefecture (including Sendai City), Iwate Prefecture, and Aomori Prefecture, chosen as research subjects, meaning that a total of 360 teachers were chosen to participate in this study. After completed questionnaire copies were returned, invalid questionnaire with substandard quality were deleted. The result is 196 valid questionnaire copies, for a valid response rate of 54%. The Japanese sample is smaller than the Taiwanese one because sampling could only be conducted in the handful of northeastern prefectures where we could obtain official approval from education authorities. However, the Japanese sample, which was obtained in accordance with sampling principles, was representative in itself, although the generalization of findings based on the sample was limited. This limitation is detailed in the Conclusion and Suggestions section.

Research Tools

This study's research tools are six different questionnaires. Questions on each questionnaire were evaluated using a 5-point scale. Question answers "fully met," "met," "somewhat met," "not met," and "not met at all" are given 5 points, 4 points, 3 points, 2 points, and 1 point, respectively. An explanation of the questionnaire's design, validity, and reliability is given below.

A team approach to instruction leadership questionnaire. Definitions proposed by Gletthorn and Newberg (1984) were used to design the questionnaire. These definitions include: school leaders encourage subordinates to demonstrate instruction leadership activities, enable subordinates to bring their personal skills into activities, and make a team develop a more systematic teaching plan. Meanwhile, leaders also strive to establish an effective instruction leadership team. Questions on the questionnaire, as well as the results of the factor analysis and reliability analysis, are as shown in Table 1.

Compound leadership questionnaire. Based on the further development of Uhl-Bien et al.'s (2007) definition, delegative leadership and adaptive leadership are involved. Adaptive leadership denotes that a leader's role transforms from a planner to a facilitator in order to facilitate the flow of information and teachers' behavioral adjustment. Delegative leadership behaviors mean that a leader gives a subordinate authorization, enables the subordinate to commit himself/herself to work, and enables an organization's knowledge to flow. Questions on the questionnaire, and the results of factor analysis and reliability analysis, are as shown in Table 2.

Table 1
A Summary Table of the Factor Analysis and Reliability Analysis of a Team Approach to Instruction Leadership

Questions	Taiwan		Japan	
	A team's instruction leadership	Commonality	A team's instruction leadership	Commonality
Our school principal prompts the school to establish a teaching team.	.879	.773	.922	.851
Our school principal supports the teaching team to be in charge of many of the school's teaching plans.	.878	.771	.911	.830
Our school principal encourages teachers to bring personal expertise into the school's teaching activities and gives necessary support.	.862	.744	.891	.793
Our school principal authorizes senior and professional teachers to exercise instruction leadership.	.826	.682	.861	.741
Eigenvalue λ	2.969	--	3.215	--
The proportion of the variance explained	74.223	--	80.373	--
The accumulated percentage of explained variance	74.223	--	80.373	--
reliability α	.883	--	.918	--

Table 2
A Summary Table of the Factor Analysis and Reliability Analysis of Compound Leadership

Questions	Taiwan		Japan	
	Compound leadership	Commonality	Compound leadership	Commonality
Our school principal keeps up with the times and makes appropriate changes to unfitting rules.	.874	.765	.862	.744
Our school principal delegates authority to the school's administrative department managers and teachers in order that they can plan activities with greater devotion.	.862	.743	.877	.769
Our school principal often delegates clear authority to the school's administrative department managers regarding matters that these managers can decide.	.859	.738	.795	.632
Our school principal encourages teachers to show their creativity and would not easily direct school activities according to the school principal's own opinions.	.859	.738	.823	.678
When organizing activities, our school principal authorizes teachers with relevant expertise to be in charge of the activities.	.849	.721	.872	.761
When encountering resistance and obstacles, our school principal would adjust his/her behaviors, and sees teachers' expected goals as his/ her ultimate guiding principle.	.848	.720	.885	.783
Our school teachers feel that our school principals are learning and making progress continuously.	.836	.698	.813	.661
Our school principal always demonstrates creativity. As surprising as the creativity is, it is always evolving in a good direction.	.816	.665	.790	.624
Eigenvalue λ	5.789	--	5.650	--
The proportion of the variance explained	72.363	--	70.630	--
The accumulated percentage of explained variance	72.363	--	70.630	--
reliability α	.945	--	.940	--

The diverse leadership questionnaire. Questions on the questionnaire were designed with reference to the concept of diverse leadership strategies and the definitions of nouns, as proposed by Day, Harris, and Hadfield (2001:43). The content of the questionnaire consists of leadership behaviors including structure and symbol-oriented leadership, as well as people-oriented and politically-oriented leadership. In related literature, there is definitely differences between structure and symbol oriented leadership, and differences between people and politically oriented leadership. The researchers put them together in this study related to Day et al. (2001). But further separation might be valuable.

Structure and symbol-oriented leadership means that a school principal extremely values achieving a school's goals and attaches importance to designing thorough administrative procedures. Meanwhile, the school principal is able to convey the school's vision through rituals or heroic stories. People-oriented and politically-oriented leadership means that a school principal cares about school teachers, creates a harmonious atmosphere, and employs negotiation tactics to coordinate administrative personnel and teachers' opinions. Table 3 illustrates the results of factor analysis and reliability analysis.

Table 3
A Summary Table of the Factor Analysis and Reliability Analysis of Diverse Leadership

Questions	People-oriented and politically-oriented leadership	Structure and symbol-oriented leadership	Commonality
Our school principal can take teachers' diverse opinions.	.986	-.067	.893
Our school principal could cultivate a harmonious atmosphere.	.947	-.042	.847
Our school principal cares about school teachers.	.911	.000	.831
Our school principal could give attention to teachers' needs.	.892	.026	.827
Our school principal always uses negotiation tactics to settle administrative personnel and teachers' opinions.	.856	.053	.794
In circumstances of a big event, and involved parties could not reach a consensus, our school principal and teachers could reach a compromise.	.637	.243	.664
Our school is able to convey the school's values by means of narrating some heroic figures' stories.	-.158	.887	.632
Our school principal extremely values the school's performance in all aspects.	.100	.774	.708
Our school principal values designing thorough administrative procedures for school affairs.	.172	.766	.785
Our school principal values achieving the school preset goals.	.347	.585	.723
Our school principal could uphold the school's important rituals to convey the school's vision for the future.	.423	.542	.767
Eigenvalue λ	7.447	1.025	--
The proportion of the variance explained	67.696	9.314	--
The accumulated percentage of explained variance	67.696	77.010	--
reliability α		.950	

Table 4
A Summary Table of the Factor Analysis and Reliability Analysis of School Effectiveness

Questions	Students' Performance	Community Resources	Teachers' Professionalism	Environment Facilities	Commonality
Thanks to our school teachers' instruction, our students have satisfactory academic performance.	.858	-.043	-.021	-.036	.720
Thanks to our school teachers' instruction, our students have satisfactory academic performance after graduation.	.858	-.065	-.007	-.010	.694
Our school students' grades are better than the grades of students at neighboring schools.	.768	-.027	-.123	-.102	.569
Our students believe that the quality of our school's education is good.	.760	.039	.134	.001	.740
Our students are satisfied with teachers' teaching.	.731	.087	.193	.102	.700
Our students feel that our school is a good school.	.720	.054	.074	-.099	.729
Our students are satisfied with teaching activities arranged by the school.	.633	.192	.128	.072	.597
There are constant influxes of social resources to our school.	-.053	.941	.026	.027	.832
Our school often uses social resources to assist teaching.	-.030	.909	.031	-.018	.843
Our school's administrative personnel could obtain resources from the external environment constantly.	-.009	.869	.028	-.050	.822
Our school's administrative personnel are heavily bankrolled by students' parents.	.216	.593	-.123	-.126	.565
All our school's teaching and administrative personnel possess a professional teaching license or a license to perform their respective work.	-.067	.019	.867	-.014	.714
Our school's teaching and administrative personnel are conversant with the knowledge and skills that are required for their work.	.044	-.006	.859	-.050	.824
Our school's teaching and administrative personnel are experienced professionals.	.073	.010	.803	-.046	.765
Our school's teaching and administrative personnel have good professional standards.	.142	-.001	.709	-.086	.715
Our school's facilities are good and conducive to bringing good teaching results.	-.021	.028	.005	-.895	.816
Our school's environment allows teachers and students' parents feel reassured.	-.006	.005	.072	-.865	.814
Our school provides advanced teaching facilities to enhance teaching in both quality and quantity.	.024	.043	-.036	-.826	.720
Our school environment makes people feel safe.	.022	-.006	.085	-.799	.728
Eigenvalue λ	9.546	2.034	1.306	1.020	--
Proportion of the variance explained	50.243	10.705	6.874	5.371	--
Accumulated percentage of explained variance	50.243	60.949	67.823	73.193	--
reliability α			.942		

The school effectiveness questionnaire. The questionnaire of this study was designed with reference to the implications of school effectiveness in the research of Scheerens, Vermeulen, and Pelgrum (1989), and modified based on Smart's (2003) school effectiveness questionnaire. The content of the questionnaire encompasses students' satisfaction with education, students' achievements, teachers and administrative personnel's professional competencies, and the availability of community resources, a safe environment, and facilities. Students' satisfaction with education refers to students' satisfaction with their current experience of education. Students' achievements refer to students' academic achievements and the situation of personal upward growth. Teachers and administrative personnel's professional competencies refer to teachers and administrative personnel's professional level and licenses. The availability of community resources refer to the situation of the external environment's available resources for a school. The safe environment and facilities mean that the environment provided by a school makes people feel safe, and the facilities are good and conducive to the effects of teaching. The results of factor analysis and reliability analysis are presented in Table 4.

The questionnaire about teachers' organizational commitment. The questionnaire, which was designed with reference to the implications of teachers' organizational commitment in the research of Wang (2010), consists of teachers' willingness to be devoted to their employing schools, acknowledgment of the schools' goals, and willingness to stay at the same schools, i.e. teachers' commitment to put forth effort and stay at their current jobs. The results of factor analysis and reliability analysis are presented in Table 5.

Table 5
A Summary Table of the Factor Analysis and Reliability Analysis of Teachers' Organizational Commitment

Questions	Commitment to put forth effort	Commitment to stay at the current employment	Commonality
I am willing to use my actions to put more effort for this school.	.882	.032	.809
I try my best to cooperate with the school's education-related activities.	.881	-.049	.729
I am willing to assist and cooperate with whatever tasks that help the school's performance.	.867	.005	.756
I am willing to devote more of my personal time after work.	.784	.018	.630
The school environment is good. I have no reason to leave this school to work at another school.	-.046	.955	.865
I have never planned to leave this school and work another school because I feel a sense of responsibility for people here.	-.027	.937	.851
This school is worthy of my staying and making more efforts.	.380	.587	.740
Eigenvalue λ	4.351	1.031	---
The proportion of the variance explained	62.151	14.727	---
The accumulated percentage of explained variance	62.151	76.878	---
reliability α		.891	

The teacher's job performance questionnaire. Teachers' job performance is a sense of effectiveness regarding teachers' professional competencies. Questions on this study's questionnaire were designed with reference to questions of the questionnaire research by Vecchio, Justin, and Pearce (2008, p. 73) and Tsai, Chen, and Cheng (2009, p. 212). Questions on each questionnaire were evaluated by using a 5-point scale. Question answers "fully met," "met," "somewhat met," "not met," and "not met at all" are given 5 points, 4 points, 3 points, 2 points, and 1 point, respectively. Table 6 shows the factor analysis and reliability analysis results.

Table 6
A Summary Table of the Factor Analysis and Reliability Analysis of Teachers' Job Performance

Questions	Taiwan		Japan	
	Job performance	Commonality	Job performance	Commonality
My job performance has reached my expectation.	.872	.760	.905	.820
I have played my role and fulfilled my responsibility.	.858	.736	.826	.683
After evaluating all matters, my job performance is good.	.845	.715	.908	.824
Eigenvalue λ	2.211	---	2.327	---
The proportion of the variance explained	73.697	---	77.553	---
The accumulated percentage of explained variance	73.697	---	77.553	---
reliability α	.821	---	.855	---

How to carry out the questionnaire. How this study's official questionnaire copies were collected is illustrated below. To begin with, the clustered-stratified random sampling technique was employed to establish contact with school administrative managers, and solicit their help with carrying out the questionnaire. After obtaining their consent, copies of the questionnaire were mailed out. During the course of the survey, the researcher contacted school administrators by phone to address any problems with the questionnaire. Following the liaison and problem-solving, the questionnaire survey continued until its completion, and the completed questionnaire copies were mailed back to the researcher. In Taiwan, questionnaire copies were handed out in the period between March 10, 2014 and March 20, 2014, and collected in the period between March 28, 2014 and April 10, 2014. In Japan, questionnaire copies were handed out on March 29, 2014 and collected in the period between April 20, 2014 and May 20, 2014.

An analysis of the research instrument's validity and reliability. In terms of this study's construct validity, SPSS statistical software was used to perform factor analysis. In addition, internal consistency reliability analysis was performed to analyze the questionnaire's reliability. Cronbach's alpha was also used to examine the questionnaire's reliability.

Data Analysis

Techniques that were used to analyze this study's data include factor analysis to establish the validity of the questions on the questionnaire, internal consistency analysis to establish the questionnaire's reliability, and multiple regression analysis to investigate leadership behaviors' impacts on school effectiveness, teachers' organizational commitment, and job performance.

Findings and Research Results

An Analysis of School Leadership Behaviors and School Effectiveness

The correlation between principals' leadership behaviors and school effectiveness in Taiwan. Table 7 shows the summary table of the regression analysis of the correlation between primary and secondary school principals' leadership behaviors and school effectiveness in Taiwan. There are four types of leadership behaviors: a team approach to instruction leadership, compound leadership, people-oriented and politically-oriented leadership, and structure and symbol-oriented leadership. School effectiveness also has four dimensions: students' performance, teacher professionalism, environment facilities, and community resources. As shown in Table 7, in terms of students' performance, the impact of leadership behaviors, including a team approach to instruction leadership, compound leadership, and structure and symbol-oriented leadership have reached statistical significance ($p < .05$). Judging from the positive or negative value of the non-standardized regression coefficient b , one can find that, the three leadership behaviors are effective in helping a school principal enhance students' performance. In particular, a team approach to instruction leadership is the most effective (the coefficient b value is .33), while structure and symbol-oriented leadership are second.

The statistical results of teachers' professional performance are similar to the statistical results of students' performance as the three leadership behaviors, which are a team approach to instruction leadership, compound leadership, and structure and symbol-oriented leadership, have significant impact. The three leadership behaviors all assist a school principal to enhance teachers' professional performance. However, the value of principals' leadership behaviors' effects on teachers' professionalism is not large (the b value is .16). Regarding the other indicators of school effectiveness, the statistical results of environment facilities and community resources are also similar. The positive impacts of the three leadership styles, which are a team approach to instruction leadership, compound leadership, and structure and symbol-oriented leadership, have reached statistical significance. Likewise, the value of effects (the b value is .15 or .16) is not large. Taiwanese school principals' team approach to instructional leadership behavior has the greatest impact on students' performance, in comparison with its impact on the other variables of school effectiveness.

Table 7
The Summary Table of the Regression Analysis of the Correlation between Primary and Secondary School Principals' Leadership Behaviors and School Effectiveness in Taiwan

The leadership behavior variable	Students' performance		Teachers' professionalism		Environment facilities		Community resources	
	b	β	b	β	b	β	b	β
A team approach to instruction leadership	.33	.23*	.16	.19*	.16	.17*	.15	.15*
Compound leadership	.10	.15*	.06	.15*	.09	.21*	.13	.25*
People-oriented and politically-oriented leadership	.03	.04	.03	.05	.03	.05	.01	.01
Structure and symbol-oriented leadership	.24	.20*	.13	.18*	.15	.19*	.16	.18*
The mathematical constant	12.547		8.302		6.636		5.269	
The sample size	2152		2164		2153		2153	
R ²	.32		.27		.31		.29	
F value	246.51*		196.88*		245.13*		216.43*	

*denotes $p < .05$.

The correlation between primary and secondary school leadership behaviors and school effectiveness in Japan. The correlation between school leadership and school effectiveness is apparently slightly different in Japan and Taiwan. According to the statistical data shown in Table 8, although the four leadership behaviors have no significant impacts on the explanation for students' performance, a team approach to instruction leadership's positive impacts on teachers' professional performance have reached statistical significance ($b = .32, p < .05$), indicating that a team approach to instruction leadership is more helpful for Japanese school principals to improve teachers' professional performance. In terms of environment facilities among other school effectiveness indicators, structure and symbol-oriented leadership reaches statistical significance; however, the coefficient of influence is not high. In terms of community resources among other school effectiveness indicators, while a team approach to instruction leadership's impact is the most significant, the coefficient of influence is not high either. Therefore, according to the Japanese data, principals adopting a team approach to instruction leadership would be more conducive to teachers' professionalism among other school effectiveness indicators.

Table 8
The Summary Table of the Regression Analysis of the Correlation between Primary and Secondary School Principals' Leadership Behaviors and School Effectiveness in Japan

The leadership behavior variable	Students' performance		Teachers' professionalism		Environment facilities		Community resources	
	b	β	b	β	b	β	b	β
A team approach to instruction leadership	.21	.16	.32	.40*	.16	.18	.21	.27*
Compound leadership	.17	.25	-.07	-.18	-.03	-.06	-.08	-.19
People-oriented and politically-oriented leadership	.02	.03	.07	.14	.04	.07	.09	.19
Structure and symbol-oriented leadership	.14	.14	.09	.15	.23	.33*	.10	.18
The mathematical constant	11.49		7.95		6.04		7.88	
The sample size	174		174		175		172	
R ²	.28		.24		.24		.18	
F value	16.61*		13.01*		13.12*		8.88*	

*denotes $p < .05$.

An Analysis of School Leadership Behaviors and Teachers' Organizational Commitment

The relationship between principal leadership behaviors and teachers' organizational commitment in Taiwan. The analysis of leadership behaviors, as shown in Table 9, is the same as the four leadership behaviors listed above. Teachers' organizational commitment is comprised of the following two dimensions: commitment to put forth effort and commitment to stay at the current employment. As shown in Table 9, in terms of commitment to put forth effort, all four leadership behaviors impacts have reached statistical significance, yet their b values are not high. However, in terms of structure and symbol-oriented leadership's impact on teachers' commitment to put forth effort, the non-standardized regression coefficient b is .16, which is a value that indicates a slight impact. In contrast, a team approach to instruction leadership is more influential in Japan. This result reflects that, when compared with Taiwan, Japan has an obvious team approach characteristic. Meanwhile, school principals in Taiwan should adopt a leadership style that is structure-oriented, goal-oriented, features clear and specific tasks, and develops a school's heroic stories.

In terms of employees' retention commitment, no particular leadership behaviors have obvious impacts on Japanese schools. In contrast, structure and symbol-oriented leadership can better help improve teachers' retention commitment; whereas, other leadership behaviors' impacts are not huge (see Table 9).

Table 9
The Summary Table of the Regression Analysis of the Correlation between Primary and Secondary School Principals' Leadership Behaviors and Teachers' Organizational Commitment in Taiwan and Japan

The organizational commitment variable	Country							
	Taiwan				Japan			
	Commitment to put forth effort		Commitment to stay at the current employment		Commitment to put forth effort		Commitment to stay at the current employment	
The leadership behavior variable	b	β	b	β	b	β	b	β
A team approach to instruction leadership	.09	.10*	.09	.10*	.30	.29*	.21	.22
Compound leadership	.04	.08*	.04	.08*	-.07	-.13	-.02	-.04
People-oriented and politically-oriented leadership	.09	.17*	.09	.17*	.14	.24*	.09	.17
Structure and symbol-oriented leadership	.16	.21*	.16	.21*	.19	.24*	.13	.17
The mathematical constant	7.706		7.706		4.504		3.028	
The sample size	2170		2170		173		173	
R ²	.25		.25		.35		.23	
F value	181.14*		181.14*		22.68*		12.24*	

*denotes $p < .05$.

An Analysis of School Leadership Behaviors and Teachers' Job Performance

As shown in Table 10, structure and symbol-oriented leadership style has a slightly significant effect in assisting Taiwanese school principals to enhance teachers' job performance. This indicates that it is appropriate for Taiwanese school principals to adopt structure and symbol-oriented leadership styles, set clear goals and implementation procedures, and use rituals to allow teachers to understand school values in order to slightly motivate teachers' job performance. However, other leadership behaviors' impacts are either insignificant or low. None of the four Japanese school principals' leadership behaviors makes an impact on teacher' job performance that reaches statistical significance ($p > .05$), indicating that the four leadership behaviors do not have obvious impacts on the job performance of teachers in Japan. This might be because other reasons are attributable for the job performance of teachers in Japan, which requires subsequent studies to determine. In Taiwan, structure and symbol-oriented leadership has slightly significant impact on enhancing teachers' job performance. In Japan, teachers' job performance is not obviously impacted by the four leadership behaviors. This is the difference between Taiwan and Japan.

Table 10
The Summary Table of the Regression Analysis of Taiwanese and Japanese Primary and Secondary School Principal Leadership Behaviors and Job Performance

The leadership behavior variable	Nation			
	Taiwan		Japan	
	b	β	b	β
A team approach to instruction leadership	.07	.115*	.059	.077
Compound leadership	.004	.013	.079	.202
People-oriented and politically-oriented leadership	-.006	-.015	-.118	-.264
Structure and symbol-oriented leadership	.11	.209*	-.005	-.009
The mathematical constant		8.108		7.699
The sample size		2167		175
R ²		.091		.024
F value		54.045*		1.026

*denotes $p < .05$.

An Analysis of School Teachers' Organizational Commitment and Job Performance

As shown in Table 11, both teachers' retention commitment and commitment to put forth effort have positive impact on teachers' job performance. However, teachers' retention commitment has no significant impact on the coefficient b value regarding job performance. The coefficient b value regarding teachers' commitment is .28, indicating positive correlation between teachers' commitment to put forth effort and job performance. Teachers' job performance is proportional to the level of teachers' commitment to put forth effort. Similarly, according to the Japanese data, teachers who are more committed to putting forth effort have better job performance, indicating a similarity between Japan and Taiwan. Therefore, the researcher found that, at schools in both Japan and Taiwan, principals' endeavors to improve teachers' commitment to put forth effort is conducive to teachers' better job performance in the future.

Table 11
The Summary Table of the Regression Analysis of Correlation between Taiwanese Primary and Secondary School Teachers' Organizational Commitment and Job Performance

	Taiwan		Japan	
	b	β	b	β
Commitment to stay at the current employment	.07	.09*	.03	.042
Commitment to put forth effort	.28	.41*	.18	.25*
The mathematical constant	6.206		5.325	
The sample size	2213		184	
R ²	.226		.076	
F value	322.630*		7.468*	

*denotes $p < .05$.

Discussion

This study focuses on the differences and similarities in the school leadership behaviors of primary and secondary schools between Taiwan and Japan. The basis for the comparison consists of the leadership behavior-related criterion variables derived from the documents, including school effectiveness, organizational commitment, and teacher's job performance. According to the statistical analysis based on empirical data in this study and the previous documents, there are some aspects worth further exploration, which are illustrated as follows.

In terms of the relevance between leadership behavior and school effectiveness, previous studies showed that leadership behavior has significant effects on organizational effectiveness (Markulis et al., 2006; Prasertwattanakul & Chan, 2007). According to this study, different leadership behaviors in both Taiwan and Japan indeed have appreciable effects on school effectiveness, whereas different leadership behaviors have different effects in different countries. In Taiwan, all three kinds of leadership - team leadership, compound leadership, and structure and symbol-oriented leadership - can enhance school effectiveness (including students' performance, teacher's professionalism, environment facilities, and community resources). In Japan, only two leadership behaviors have significant effects on school effectiveness: team leadership can increase a teacher's professionalism, while structure and symbol-oriented leadership can improve environment facilities.

The research achievement contributes academically to the respective research results of both countries. According to previous Taiwanese studies, principals' technological leadership behavior could enhance students' academic accomplishments (Chang, Chin, & Hsu, 2008). This study found that team leadership, compound leadership, and structure and symbol-oriented leadership also enhance students' performance, especially team leadership. In Japan, previous studies showed that team leadership has positive effects on organizational effectiveness (Ishikawa, 2012), and the results of this study also support it. However, Smart (2003) undertook a study where ordinary employees were taken as the subjects and found that compound leadership could intensify organizational effectiveness. In this study, primary and secondary schools were taken as the subjects, but the results did not support the view. A possible reason for this is that schools are different from enterprises. This is worth further discussion in the future.

In terms of the relevance between leadership behavior and organizational commitment, previous studies showed that care-oriented leadership exhibits a positive relevance to organizational commitment (Cerit, 2010). The results of this study also support the view, finding that both people-oriented leadership and politically-oriented leadership (this definition is similar to the concept of care-oriented leadership)

have positive effects on organizational commitment. Previous studies noted that authoritative leadership has a negative relevance to organizational commitment (Cerit, 2010) and that distributed leadership has positive effects on organizational commitment (Hulpia, Devos, & Keer, 2010). This shows that centralized leadership is not good for organizational commitment while distributed leadership (this definition is similar to the concept of team leadership) is effective in enhancing employees' organizational commitment. Nevertheless, this study presents that structure and symbol-oriented leadership behavior is the most effective in strengthening the organizational commitment of Taiwanese teachers. Although leadership behavior does not have the greatest effects on organizational commitment of Japanese teachers, it does have significant effects. This is different from the findings of previous studies.

According to Vries, Bakker-Pieper, and Oostenveld (2010, p. 375), work-oriented leadership does not have significant effects on organizational commitment. The structure and symbol-oriented leadership behavior in the present study is similar to the concept of work-oriented leadership, but the research results are different. One possible reason is that the structure and symbol-oriented leadership behavior in this study do not merely emphasize clear work objectives, but also the pursuit of the emotional dimension of exemplary spirit, which could enhance teachers' organizational commitment. Another possible reason is that the subjects in the study of Vries et al. (2010) were not teachers, but employees in the Ministry of Education. The task of teachers is teaching, while the task of the Ministry of Education employees is administration, and so work-oriented leadership does not have significant effects on the organizational commitment of the Ministry of Education employees. However, teachers' clear work objectives and principals' model can enhance teachers' organizational commitment. The two are different in the property of work as well as in their effects.

In terms of the relevance between leadership behavior and teachers' job performance, previous studies showed that principals' leadership behavior influences teachers' job performance (Chen & Cheng, 2011). If principals adopt a dominant leadership behavior, then teachers' job performance will be poor; if principals adopt a sharing-oriented leadership behavior or team leadership, then teachers' job commitment will be strong and job performance will be good (Meyers, Meyers, & Gelzheiser, 2001; Pearce & Herbig, 2004). This study found that team leadership could improve the job performance of Taiwanese teachers, which is consistent with the research result of Pearce and Herbig (2004) that leadership behavior has effects on job performance. Nonetheless, this study also found that structure and symbol-oriented leadership is also effective in enhancing teachers' job performance. In other words, it could provide teachers with work objectives, offer a model to teachers, and improve their job performance. This has not been found in previous studies and can

be further studied in the future. Additionally, the analysis of the data about Japan in this study does not show any leadership behavior that could significantly improve teachers' job performance. Whether there are other influencing factors is an issue to be further explored in the future.

In terms of the relevance between organizational commitment and teachers' job performance, previous studies showed that organizational commitment has positive effects on teachers' job performance (Cohen & Liu, 2011; Wang, 2010). The results of this study also support this view. However, a discussion on the effort commitment and retention commitment derived from organizational commitment in this study shows that teachers' effort commitment has positive effects on their job performance in both Taiwan and Japan: stronger effort commitment leads to better job performance. Despite teachers' retention commitment having positive effects on the job performance of Taiwanese teachers, it does not have significant positive effects on the job performance of Japanese teachers. This indicates that the effects of retention commitment on teachers differ between Taiwan and Japan.

Conclusion and Suggestions

This study aims to analyze Japanese and Taiwanese school leadership behaviors' impacts on school effectiveness, teachers' job performance, and organizational commitment. In terms of the relationship between leadership behaviors and school effectiveness, a team approach to instructional leadership is more effective in assisting Taiwanese primary school and secondary school principals to improve students' performance. In comparison, a team approach to instructional leadership is more effective in assisting Japanese school principals to improve teachers' professionalism. Such a result is indicative of the two countries' differences in employing a team approach to instruction leadership. While such a leadership style could enhance students' performance in Taiwan, it could enhance teachers' professionalism in Japan. This may be related to Japanese culture's high regard for team honor. Being led by a team approach to instruction leadership, teachers would pay attention to a team's honor, remind themselves to improve teaching, and enhance teachers' professionalism. Taiwanese society is a society with diverse cultures and diverse value systems. The more significant value of teachers' consensus is to focus on students' performance. Therefore, instruction leadership effectively facilitates students' performance.

In terms of the relationship between leadership behaviors and organizational commitment, structure and symbol-oriented leadership is more effective in assisting Taiwanese school principals to influence teachers' commitment. In comparison, a team approach to instruction leadership is more effective in assisting Japanese

school principals to influence teachers' commitment. Such a result again reflects the distinctive team approach characteristic in Japan. As such, in terms of prompting teachers' willingness to put forth effort, adopting a team approach to teaching has apparent benefits in Japan, the reason for which can be attributed to the value of team spirit and team honor in Japanese culture; however, such a characteristic does not exist in Taiwan. Taiwanese school principals who wish teachers to put forth effort should adopt a leadership structure with clear goals, clearly delegated tasks, and symbol-oriented leadership behaviors, such as creating school stories and rituals. However, in terms of employees' retention commitment, structure and symbol-oriented leadership behaviors can better improve the retention commitment of school teachers in Taiwan, while other leadership behaviors' impacts are not large. In comparison, none of the four leadership behaviors has significant impacts on Japanese schools. This may reflect that Taiwanese school teachers expect school principals to value clear school goals and tasks, develop a school's heroic stories, and create a school's values and meanings. Comprehensively speaking, adopting a team approach to instructional leadership is favorable for Japanese school principals to improve teacher commitment to put forth effort. However, Taiwanese school principals should work on structure and symbol-oriented leadership behaviors, and strive to make teachers put forth effort and commit to stay at their employment. This also indicates that both goals and tasks with a clear structure, as well as being led by heroic stories and symbolic figures, are expected in the Taiwanese culture of diverse values.

In terms of the relationship between leadership behaviors and teachers' job performance, structure and symbol-oriented leadership has slightly significant effect on improving the job performance of teachers in Taiwan. However, none of the four leadership behaviors have significant impacts on improving the job performance of teachers in Japan. Such a result shows that enhancing individual teachers' job performance may not be what school principals' leadership can work on. Individual teachers' job performance may be related to issues in the cultural aspect, such as a school's culture and a society's culture. As team honor and team spirit are valued in Japanese culture, individuals' performance may be suppressed or diluted. However, in scenarios against the backdrop of Taiwan's diverse cultures, individual teachers' performance can be prompted by structure and symbol-oriented leadership. In addition, both Taiwanese and Japanese data showed a significant correlation between teachers' commitment to put forth effort and teachers' job performance. As such, school principals may use brainstorming to come up with strategies in the direction of how to foster teachers' commitment to put forth effort, which is also a similarity between Taiwan and Japan.

Overall speaking, Taiwan and Japan are different in terms of the effects of a team approach to instructional leadership. While the leadership behavior is effective in

prompting students' performance in Taiwan, it is effective in prompting teachers' professionalism in Japan. Taiwan and Japan are also different in terms of what prompts teachers' commitment to put forth effort. While the structure and symbol-oriented leadership style should be adopted in Taiwan, a team approach to instruction leadership should be adopted in Japan. Factors that contribute to such a difference may be culture-related, as Japan values teamwork, while Taiwan has diverse cultures and value systems. In addition, the researcher believes that school culture may be profoundly meaningful for school effectiveness, organizational commitment, and teachers' performance in both Taiwan and Japan. While reading and making use of the two countries' research results, one should keep an eye on school culture's possible impacts. Therefore, there are considerable studies on school culture's effect on school effectiveness, organizational commitment etc. For further research, it can be studied. Meanwhile, as this study's results showed that none of the four leadership behaviors has significant benefits to enhancing Japanese teachers' job performance, subsequent studies may investigate the effects of other leadership behaviors, such as moral leadership, spiritual leadership, storytelling leadership, and vision leadership.

Some limitations of this study, and some subsequent suggestions for future research, are as follows. First, the Japanese sample was limited in size because of legal constraints; thus, the ability to generalize from or apply these findings elsewhere is limited. Second, whereas this study used regression analysis to obtain correlations of principal leadership behaviors with school effectiveness and teachers' job performance and organizational commitment, future studies can conduct a path analysis, such as structural equation modeling, to examine the goodness-of-fit of the relational models among these variables. Third, this study proposed "structure- and symbol-oriented leadership" and "people- and politically oriented leadership"; now that these have been defined, they should be further analyzed.

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