**Factors that Influence On-line Shopping among College Students in Sichuan China.**

**Background of the Study**

The New Enterprise Logic of School has revealed that a new concept of system school leadership’ is emerging as it states, “effective in transformative leadership and curriculum management are intertwined and go hand in hand in any educational establishment to fulfill its role of imparting knowledge to students (Yeo, 2007). Obviously, transformational leadership influences significantly the teachers and the schools. Furthermore, research has been reported on the impact of transformational leadership in various settings. One central dimension of such impact is that transformational leadership has direct influence on the school cultures (Leithwood and Jantzi, 1990) and school performance (Bryman, 1992). This implies that transformational leadership not only foster the types of outcomes for schools environment but stimulate continuous professional development among teachers (Zhu, Chew and Spangler, 2005; Yeo, 2006; and Chew, 2007).

There has also been research that looks at the integration of teacher’s prior experiences, self-awareness, emotional health and personal development with the effectiveness as teachers (Button, 2003), but little is researched and discussed how to foster the development of desirable qualities in teachers (Cruickshank, 2000). Nonetheless, it is argued that, transformational leadership principles applied to teacher development is one possibility for achieving the desirable qualities among teachers (Leithwood and Jantzi, 1999 and Sergiovanni, 2007). Thus, this study aims to investigate how transformational leadership practices can help to develop the personal qualities in teachers.

The question of what makes a good teacher has come again to the forefront of academic and political discussion in recent years (Cruickshank and Haefele, 2001; Sigford, 2006; Chew, 2007). It is therefore, timely as well as critical to identify the personal qualities of good teachers. Review and analysis suggested that teachers do function as leader in the classroom that is important to have the qualities in teachers especially those qualities and characteristics developed through transformational leadership (Button, 2003; Loy, 2003; Sigford, 2005; Brower and Balch, 2005).

Given this stance, this study is designed to formulate a model of transformational leadership and the qualities in good teachers.

**Objective of the Study**

In general, the objective of the research is to determine the personal qualities of good teachers. It also aims to investigate how transformational leadership practices can help to develop or support these desirable personal qualities in teachers.

Specific Objectives:

1. To explore the factors that influence college students towards on-line shopping.

2. To identify the attitudes amongst college students towards on-line shopping.

3. To determine the most dominant factors among college students towards on-shopping.

4. To propose a model of online-shopping among college students in China.

**Research Questions:**

1. What are the personal qualities of good teachers?
2. What are the best practices of transformational leadership?
3. What is the relationship between the best practices of transformational leadership and the good quality teachers?
4. What are the best practices of a model of transformational leadership in developing good quality teachers for teacher development?

**Hypotheses:**

H1: The transformational leadership will have a positive impact on teacher’s qualities.

 H2: The transformational leadership will have a positive impact on teacher development.

 H3: There is a significant relationship between transformational leadership and teachers’

 qualities.

**Methodology**

**Research Design**

This study employs a quantitative paradigm. Transformational leadership would be considered the independent variable and personal teacher qualities are the dependent variable. The five variables identified for the independent variable are risk taking, visionary, value driven, empowering and desire for learning. The criteria identified for teacher good qualities are good personalities and high professionalism. Eventually, a model which has the most significant relationship between the components of IV and DV would be proposed.

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Figure 1: Conceptual Framework

**Sample Selection**

Four potential schools have been identified for this study. These schools were nominated by the state Ministry of Education. These schools are suggested as the principals had reported to have made significant improvement over the past five years and the principals are considered to have practiced transformational leadership. The targeted respondents are the principals from the respected schools and teachers from the same schools. Random sampling would be used. In general, to propose a significant model, the sample would be at least 200.

**Data Collection**

A set of self developed questionnaire would be administered to the principals identified and the sample identified at the respective schools. Basically, the instrument consists of 3 sections:

1. Section A: 25 items of statements of transformational leadership with 5 likert-like scale
2. Section B: 8 components of good qualities teachers. There are 6 statements in each of the

 components.

1. Section C: Demographic of the respondents

**Matrix for Data Analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objectives of the study** | **Research Questions** | **Variables** | **Data Analysis** |
| 1.To identify the personal qualities of good teachers. | What are the personal qualities of good teachers? | Teacher qualities* Personalities
* Professionalism
 | FrequencyMean, SD |
| 2.To identify the best practices of transformational leadership. | What are the best practices of transformational leadership? | Transformational Leadership * Risk taking
* Visionary
* Value driven
* Empowering
* Desire for learning
 | FrequencyMean, SD |
| T3.o examine the relationship between transformation leadership and the qualities of  good teachers. | What is the relationship between the best practices of transformational leadership and the good quality teachers? | * Transformational leadership
* Teacher qualities
 | Pearson Correlation |
| 4.To propose a model of transformational leaders in developing good quality teachers for teacher  development. | What are the best practices of a model of transformational leadership in developing good quality teachers for teacher development? | Teacher qualities* Personalities
* Professionalism

Transformational Leadership* Risk taking
* Visionary
* Value driven
* Empowering
* Desire for learning
 | Stepwise multiple regression |

**Significance of the Study**

The study contributes to the existing knowledge of teacher qualities. It is specifically timely as the curriculum of education is going through a transformational period where there should be a paradigm shift by 2013. Hence, the results provide a data base for the planners to forge and balance innovation in education.

From the practical perspective, the results of this study would contribute to the development of the transformational leadership model which serves as input for the design and facilitation for training and teacher development for transformational leadership programs and provide importance to educational stakeholders.

**Research Outcomes**

1. Journal Articles

2. Monographs / Books

3. Conference Papers

4. Elective Courses on Leadership

**Gnatt Chart**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year |  |  |  |  | **2010** |  |  |  |  |  | **2011** |  |
|  MonthActivities | Sept | Oct | Nov | Dec | Jan | Feb | Mac | April | May | Jun | Jul | Aug |
| Getting started | \* | \* |  |  |  |  |  |  |  |  |  |  |
| Literature Review | \* | \* | \* | \* | \* | \* | \* | \* | \* |  |  |  |
| Pilot study |  |  |  | \* | \* |  |  |  |  |  |  |  |
| Actual study |  |  |  |  | \* | \* | \* | \* | \* |  |  |  |
| Preparation of Data Collection |  |  |  | \* | \* | \* |  |  |  |  |  |  |
| Selecting and Gaining Access to Respondents |  |  |  | \* | \* | \* |  |  |  |  |  |  |
| Entering the field |  |  |  |  | \* | \* | \* | \* |  |  |  |  |
| Managing Data |  |  |  |  |  |  | \* | \* |  |  |  |  |
| Data Analysis |  |  |  |  | \* | \* | \* | \* |  |  |  |  |
| Editing/Report Writing |  |  |  |  |  |  |  |  | \* | \* | \* | \* |
| Publications |  |  |  |  |  |  |  |  |  |  | \* | \* |