

Unveiling Leadership Dynamics in East Asia Region: A Comprehensive Analysis of Contributors, Collaborative Networks, and Dominant Styles (1980-2022)

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Abstract

Leadership models have undergone shifts influenced by local societal and cultural dynamics, as well as responses to innovations and societal transformations. This study seeks to unravel the individuals contributing significantly to leadership research in different regions of East Asia and examines the impact and shaping of leadership studies. Additionally, it delves into the dynamics of collaborative networks among researchers in East Asia, unveiling cooperative patterns and interactions within. The analysis aims to reveal the intricacies of researcher collaborations, fostering a deeper understanding of the social structures influencing leadership practices. The study utilizes data from the Scopus database, employing keyword searches related to leadership, and conducts bibliometric analysis and social network analysis on relevant research records from 1980 to 2022, focusing on China, Hong Kong, South Korea, Japan, and Taiwan. By addressing these questions, this research aims to provide valuable insights that can contribute to the academic and practical perspectives of leadership in the dynamic and culturally rich context of East Asia. Finally, the research identifies which leadership styles have garnered significant attention in the East Asian region, contributing to an understanding of the predominant leadership styles in the area and offering insights into the continually evolving leadership paradigms. Examining 20,468 research records, the analysis discloses that the predominant leadership themes in East Asia center around transformational and authentic leadership. Notably, parallels in leadership research topics emerge between China and Japan, as well as South Korea and Taiwan. Nevertheless, the underlying causes of these resemblances necessitate additional exploration in future research.

Keywords: East Asia, Science Mapping, Bibliometric Review, Leadership, Transformational Leadership, Stata

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Introduction

History of Leadership Theory and Research

Leadership research has undergone a significant evolution. Early in the 20th century, it concentrated on identifying inherent traits in leaders. Behavioral theories later shifted the focus to observable leadership actions. The 1960's and 1970's introduced contingency theories, emphasizing the impact of situational factors on leadership effectiveness. In the 1980's, James MacGregor Burns and Bernard Bass introduced the concepts of transformational and transactional leadership. It was recorded that transformational leaders, possess the remarkable ability to inspire and motivate their followers to reach higher levels of performance and personal growth. Transformational leadership theory has garnered substantial scholarly attention since its inception more than 40 years ago and continues to be one of the most actively researched leadership paradigms (Dinha et al., 2014). Transformational leadership theory places a significant emphasis on charisma, inspiration, and motivation, which can be influenced by cultural norms and values. Culture plays a role in shaping leadership behaviors. For example, leaders with balanced identity configurations, embracing both global and local cultures, demonstrate more transformational leadership and are more effective in multicultural settings.

The concept of transformational and transactional leadership emerged, emphasizing motivation and rewards. In the 21st century, research has expanded to address digital leadership, diversity, and the neuroscience of leadership. This evolution reflects a dynamic field that adapts to the complexities of leadership in modern society. Transformational leadership represented a substantial departure from previous theories that fixated on static traits or managerial, transactional styles. This approach underscores the leader's pivotal role in igniting inspiration, empowering followers, cultivating a positive organizational culture, and ultimately driving extraordinary achievements. Over time, transformational leadership has firmly established itself as a prominent and influential leadership model, finding applications in various fields and industries.

Leadership is a prominent research topic in social sciences, with transformational leadership theory being a key focus. This theory has garnered substantial empirical evidence and continues to attract significant interest from scholars (Zhou and Velamuri, 2018). In East Asia, researchers may adapt transformational leadership to align with cultural values and preferences, emphasizing intrinsic needs and shared vision. This approach diverges from previous static trait-based or transactional styles, emphasizing the leader's role in inspiring and empowering followers and fostering a positive organizational culture. Transformational leadership has been linked to organizational learning culture, intrinsic motivation, and employee performance (Udin et al., 2023). Over time, transformational leadership has become a prominent and influential model, with applications across various fields and industries.

Shifting Gravity in Research and Spread to the East

The driving force behind the shifting gravity in research from North America to the East from 1980 to 2022 is a complex phenomenon that can be influenced by several factors, first being globalization. As the world became more interconnected through globalization, ideas and research findings began to flow more freely across borders. This facilitated the spread of leadership theories and concepts, including transformational leadership, to different parts of

the world. From the 1980's onwards, several East Asian countries, such as Japan, South Korea, Taiwan, and later China, experienced rapid economic growth and development. This economic prosperity led to increased investment in education and research, including leadership studies.

Secondly, business expansion across borders has driven the need for understanding effective leadership styles in diverse cultural contexts, prompting increased research on transformational leadership in East Asia (Friedman, 1999, 2005). As globalization extends beyond economics into political and cultural spheres, it has become a subject of interest across various disciplines (Spring, 2008; Weber, 2007). Empirical studies highlight the crucial role of transformational leadership in fostering employee creativity and innovative behavior (Grošelj et al., 2020; Jyoti and Dev, 2015). Transformational leaders significantly impact organizational performance through employee motivation (Garad et al., 2022). Moreover, transformational leadership behaviors, such as intellectual stimulation and inspirational motivation, correlate with improved firm performance (Jensen et al., 2020). In Chinese SMEs, transformational leadership positively influences sustainable organizational innovation, enhancing productivity and international performance (Cui et al., 2022). Additionally, motivating work characteristics bolster transformational leadership, leading to more vigorous leadership behaviors (Morf & Bakker, 2022).

Third, cross-cultural research has gained prominence as scholars recognize the limitations of applying leadership theories universally. There is a growing interest in understanding how concepts like transformational leadership vary across cultural contexts. Studies have demonstrated the effectiveness of transformational leadership in diverse cultures, though its impact may be influenced by cultural norms (Caza et al., 2021). Integration of leadership values, education, and practices from both Western and Eastern cultures is essential to address global challenges effectively. Gunter and Ribbins highlight various research methods in educational leadership studies, emphasizing methodological rigor and the need for reflexivity to address biases and limitations (Gunter & Ribbins, 2002). One central theme is "knowledge transfer," focusing not only on generating knowledge but also on disseminating and applying it effectively in educational leadership practice. Collaboration between researchers and practitioners is crucial to bridge this gap and ensure research findings are relevant in real-world educational contexts (Gunter & Ribbins, 2002).

Fourth, would be research collaboration. Globalization remains relatively unexplored and underdeveloped in numerous aspects of educational research. This is partially attributed to the perception that it is an abstract concept challenging to relate to day-to-day activities within educational institutions (Brooks and Normore, 2010). Additionally, there is a tendency to focus on more immediate and localized priorities, as noted by Friedman (1999). However, it is worth noting that a growing number of educators are now recognizing that issues related to globalization have a significant impact on their local teaching practices. As Spring (2008) elaborates, 'research on globalization and education entails the examination of intertwined global discourses, processes, and institutions that influence local educational practices and policies' (p. 330). "Increased international collaboration among researchers allowed for the exchange of ideas and methodologies. Research collaborations between North American and East Asian scholars helped bridge the gap and promote the study of transformational leadership in the East. Education systems and individual schools are increasingly adopting a business-oriented approach, complete with managerial challenges and a focus on achieving measurable outcomes.

Between 1990 and 2003, research on transformational leadership surpassed all other leadership theories combined (Sun et al., 2017). Effective school leadership is crucial for driving performance and student success, prompting questions about leaders' management skills and strategies. Training in transformational leadership styles is recommended for educational leaders, given their proven ability to enhance performance in both business and educational settings. Transformational leadership significantly influences education by inspiring vision, motivating staff and students, fostering a positive school culture, and prioritizing leadership development, leading to improved teaching and learning outcomes. Research shows that transformational leadership enhances teachers' performance through increased motivation and commitment (Talib et al., 2019), positively impacting educational stakeholders, including students, teachers, and schools (Reid, 2023). Transformational school leadership, as emphasized by Wilson Heenan et al. (2022), positively impacts school, teacher, and student outcomes, highlighting its importance in theory development and leader training. According to Alamo & Falla (2023), transformational leadership is highly valued in education for its ability to foster innovation, facilitate change, and engage stakeholders in problem-solving. Education in transformational leadership is deemed essential for promoting purpose, trust, and innovation in educational settings.

Empirical Findings

The field of leadership studies has garnered global recognition as organizations increasingly acknowledge the pivotal role effective leadership plays in achieving success. This worldwide interest has ignited extensive research into diverse leadership styles, with particular emphasis on transformational leadership. As leadership theories evolved, the early 1980s marked a turning point, marked by discontent with the previous leadership theories, which primarily categorized leadership as either people-oriented or task-oriented (Gardner & Cleavenger, 1998). Consequently, a significant shift transpired in leadership studies, giving rise to a new archetype rooted in the principles of transformational leadership (Conger & Kanungo, 1994). This approach is regarded as a pinnacle in leadership evolution, although it bears some association with trait theory. An analysis of 188 cases conducted by Lowe and Gardner (2000) revealed that the transformational leadership theory gained greater attention during the period from 1995 to 1999 compared to the preceding period of 1990 to 1994. Dinh et al. (2014) conducted a comprehensive review of articles published within the period from 2000 to 2012 in ten prestigious academic journals. By analyzing 752 cases, these scholars arrived at the conclusion that transformational leadership theory maintains its prominent status as one of the prevailing paradigms, surpassing other leadership theories like trait theory, behavioral theories, and situational theories (Ghasabeh, M. S., Reaiche, C., & Soosay, C., 2015).

Leadership development programs need to focus on developing a culture of participation, trust, teamwork, and accountability by integrating Western and Eastern values. Overall, there is a need for further research on transformational leadership in Eastern cultures to understand its antecedents and effects (Gill, Levine & Pitt 1998). Over time, researchers in East Asia may have contributed new insights and perspectives to the transformational leadership theory, which added to its appeal and relevance in the region. It's important to note that this shift in research is not limited to transformational leadership alone; similar trends have been observed in other areas of organizational and leadership studies. Innovation and innovative work behavior have been regarded as essential for businesses to adapt to the fast-changing business environment efficiently and have become central for companies to maintain business growth and success (Lin et al., 2022). However, it is important to note that the impact of transformational leadership on employee performance may be influenced by other factors

such as job design and work characteristics. Overall, the shift reflects the evolving nature of leadership research in a globalized world, with scholars from different regions contributing to the development and adaptation of leadership theories to suit diverse cultural and organizational contexts.

A systematic study by Hallinger and Kovacevic (2019) titled, "A Bibliometric Review of Research on Educational Administration: Science Mapping the Literature, 1960 to 2018," utilized "science mapping" as a tool to comprehend the evolution of research in educational administration (EA). Science mapping techniques are employed to identify crucial aspects of the field, including key research themes, and pivotal works that have shaped educational administration. The objective in their study was to chronicle the size, growth pattern, and geographical distribution of EA research, pinpoint influential scholars, and publications, and elucidate the "intellectual structure" of the field. Despite the widespread application of science mapping in science, medicine, and social sciences, its use in education is relatively recent. The authors identified 22,361 peer-reviewed articles published in 22 Scopus-indexed EA journals from 1960 to 2018. VOSviewer, Excel, and Tableau software were employed to analyze the dataset. The review revealed a substantial expansion in the EA knowledge base since 1960, characterized by an escalating growth rate and increasing gender and geographic diversity in the past two decades. Through co-citation analysis, the review pinpointed canonical documents—highly influential works with enduring impact spanning several decades. The findings underscored a paradigm shift from "school administration" to "school leadership" over six decades. Notably, "leadership for student learning and development" emerged as the "cognitive anchor" of the intellectual structure within the EA knowledge base. The authors concluded that science mapping provides a novel and valuable approach for unraveling the historical development of academic disciplines. A significant finding is the shift in research focus from traditional administrative functions to a more holistic approach, including topics like leadership, policy, and educational reform, mirroring broader changes in education. The study identifies a network of highly cited authors and core influential journals, underscoring the role of specific scholars and publications in shaping the discipline. Critical milestones and key periods of growth and innovation in educational administration research are identified, providing historical context for the field's development. Various co-citation clusters are uncovered, revealing the emergence of subfields and themes within educational administration, such as leadership, accountability, and educational change. This granular analysis aids researchers and policymakers in better understanding the dynamics and trends within educational administration research. In conclusion, the study serves as a comprehensive resource for understanding the evolution of educational administration research from 1960 to 2018. It highlights growth, evolving research themes, and the contributions of influential scholars and works. Researchers, educators, and policymakers can use this study to navigate the complex field of educational administration and inform future research directions.

Furthermore, Hallinger (2020), science mapped the knowledge base on educational leadership and management specifically from the emerging regions of Asia, Africa, and Latin America from 1965-2018. The studies reflect the diverse challenges and contexts within these regions' educational systems. Researchers have traced the evolution of leadership models over the years, exploring various styles and approaches tailored to the unique needs of each region. Notably, the research has contributed to shaping educational policies and reforms, offering insights into leadership practices that enhance overall educational quality. These studies illuminate the specific challenges faced by educational leaders, such as resource limitations and cultural diversity, while concurrently identifying opportunities for innovation

and improvement in leadership and management. The collaborative patterns among researchers and institutions across regions, revealed through science mapping, suggest a facilitated transfer of knowledge and best practices. In summary, the science mapping reveals a dynamic field that responds to the evolving needs of educational institutions in Asia, Africa, and Latin America, providing valuable insights with implications for both policy and practice.

According to a bibliometric review of international publications on educational leadership and management in Turkey conducted by Gümüş, Bellibaş, Gümüş, and Hallinger (2020) highlights the efforts of Turkish scholars to engage with the global academic community by publishing their research internationally in the area of educational leadership. With science mapping techniques, the study was able to identify trends in research topics, patterns of authorship, and collaboration networks among Turkish researchers in the field of educational leadership and management. The study also identified emerging themes and areas of interest within this field, revealing how research in Turkey is evolving over time. It assessed the extent of international collaboration among Turkish researchers in educational leadership and management, emphasizing the global connections and partnerships that contribute to the development of this field and the potential impact of Turkish research in this field is also considered, including factors such as citation patterns and the visibility of Turkish-authored publications on the international stage. This study provides a comprehensive bibliometric review of international publications related to educational leadership and management research conducted by Turkish scholars, offering insights into research trends, emerging themes, collaboration networks, and the global influence of Turkish contributions to this field.

Hallinger and Kovacevic (2021), further expanded their study, science mapping the knowledge base in educational leadership and management, looking at longitudinal bibliometric analysis from 1960 to 2018. Key findings of the study include historical perspectives that traces the evolution of educational leadership and management research since 1960, highlighting key milestones and periods of growth. Emphasis on the interdisciplinary nature of the field, showing its intersections with related areas like educational administration, policy studies, and organizational behavior. Identification of emerging research themes through bibliometric analysis, including topics such as distributed leadership, instructional leadership, and the influence of leadership on student outcomes and discoveries of influential authors and journals that have significantly contributed to shaping the discourse in the field. Exploration of the internationalization of research in educational leadership and management, indicating a global perspective that has developed over time and that the utilization of a longitudinal approach to understand how research priorities have evolved, aligning with changing educational needs and societal trends. They found a revelation of patterns of research collaboration among scholars and institutions, highlighting the collaborative nature of research in this field of research. The study emphasizes the interdisciplinary nature of the field, identifies emerging research themes, highlights influential figures and publications, tracks the field's evolution, and accentuates the collaborative aspect of educational leadership and management research. This study is a valuable resource for researchers, educators, and policymakers seeking insights into the trends and developments in this area of study.

Another study by McGinity, R., Heffernan, A., & Courtney, S. (2022), looks at data over the past 50 years of educational leadership and pinpoints how research has expanded significantly, encompassing various traditions, audiences, and publication outlets. Their research article examines a thorough analysis of educational leadership research trends using

keyword searches across all journal publications spanning five decades and investigating researchers' contributions, epistemological stances, and journal preferences. Also explored was the balance between empirical and conceptual studies, geographical distribution, and the application of theory. Their findings indicated that critical educational leadership research is widespread globally but is more frequently published in high-ranking general education journals or lower-ranking journals specifically focused on educational leadership. This research provides a unique, robust, and relatively comprehensive empirical foundation for identifying key trends, gaps, and omissions in the field of educational leadership research over time. It enhances our understanding of potentially underexplored areas and sheds light on how power dynamics are shaped and perpetuated within the research landscape.

There is a literature gap in this thread of literature. This paper aims to leverage the bibliometric data restricted from Scopus. I propose three research question as following.

RQ1: Who are the most prolific authors in the East Asian region, and what is their distribution by country?

RQ2: What does the co-authorship network of the top 3 researchers in the field of leadership look like in East Asia?

RQ3: Is there any discernible variation in leadership topics among countries in East Asia?

Methodology

Data Collection and Description

To build the database, this paper searched and downloaded publications records from Scopus. The Python Pybliometrics library (Rose and Kitchin, 2019) was employed to access the Scopus API and input 63 primary keywords listed in Table 1 for the search. Papers with titles, abstracts, or keywords matching any of these specified keywords were considered. Records published between 1980 and 2022 were then filtered, resulting in a dataset of 20,468 papers for this study. Additionally, the Scopus API was utilized to gather author information, including affiliations and country details, which were used to delineate the publication regions. The data were structured by aligning them with the country/region classifications provided by the United Nations. Given the study's focus on the East Asia Summit (EAS) region, papers authored by individuals affiliated with institutions in the Southeast Asia (SEA) region were specifically extracted for analysis.

Descriptive Statistics of Publication Records

Among the 20,468 publication records related to various leadership topics collected for this study from 1980 to 2022, the top three in terms of quantity are Transformational leadership (22.6%), Ethical leadership (6.2%), and Women leadership (5%) in that order.

Social Network Analysis Methods

Degree Centrality measures the number of connections a node has. For a node v , the centrality $CD(v)$ is defined as:

$$CD(v) = \text{deg}(v) / (N-1)$$

Where $\text{deg}(v)$ is the degree of node v , i.e., the number of nodes directly connected to v , and N is the total number of nodes in the graph.

Results

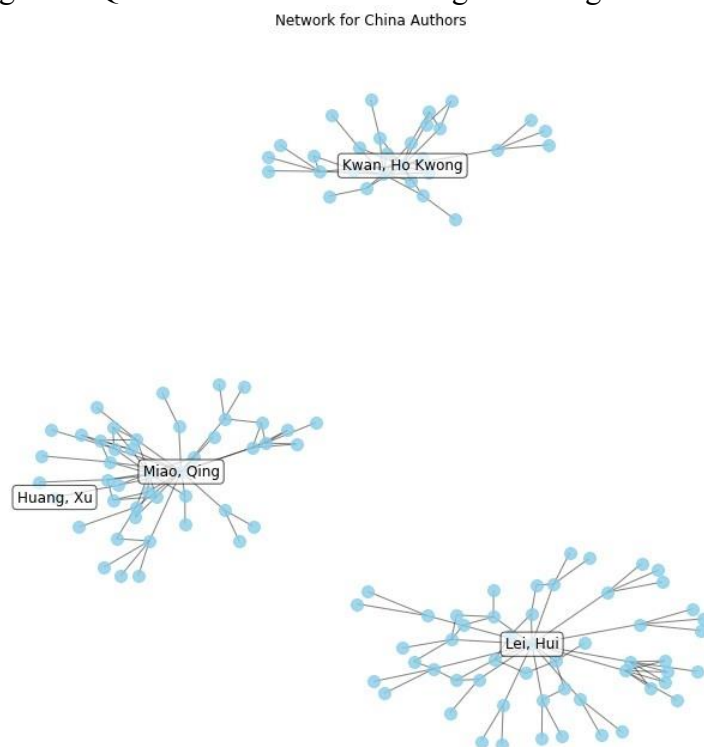
Once the selected papers were identified, this paper further parse the information including author's name and author's country. Combined with the "leadership topic" label attached to each publication, and the amount of publications, we are able to identify which leadership topics were chosen for their papers.

Table 1: Q1 EAS The top three regions with the most publication records

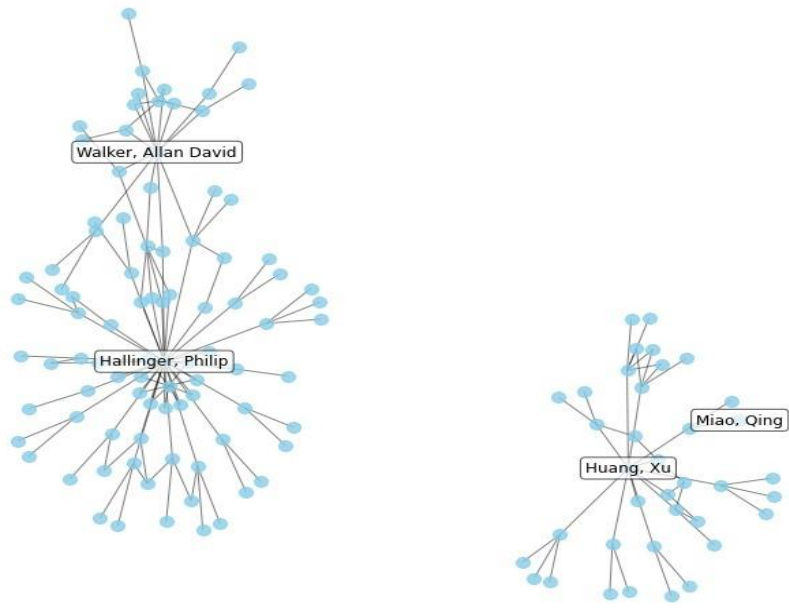
Country	Author name	Leadership topics	No. of Publications
China	Miao, Qing	Ethical leadership Participative leadership Servant leadership Transformational leadership	17
	Kwan, Ho Kwong	Authentic leadership Constructive leadership Empowering leadership Ethical leadership Servant leadership	14
	Lei, Hui	Ethical leadership Transformational leadership	14
Hong Kong	Hallinger, Philip	Collaborative leadership Distributed leadership Instructional leadership Leadership for learning	13
	Huang, Xu	Implicit leadership Moral leadership Participative leadership Transformational leadership	12
	Walker, Allan David	Authentic leadership Distributed leadership Instructional leadership Paternalistic leadership Teacher leadership	11
Taiwan	Cheng, Bor-Shiuan	Charismatic leadership Ethical leadership Implicit leadership Moral leadership Paternalistic leadership Transformational leadership	13
	Chang, Yiying	Charismatic leadership Participative leadership Transformational leadership	10
	Lin, Chiehpeng	Authentic leadership Charismatic leadership Ethical leadership Moral leadership	10

		Paternalistic leadership Transactional leadership Transformational leadership	
South Korea	Kang, Seungwan	Distributed leadership Empowering leadership Ethical leadership Servant leadership Supervisory leadership Transformational leadership	14
	Hunsaker, William D.	Spiritual leadership	12
	Kim, Byungjik	Authentic leadership Ethical leadership Transformational leadership	9
Japan	Kim, Soyeon	Female leadership Strategic leadership Transformational leadership	5
	Ishikawa, Jun	Managerial leadership Transformational leadership	4
	Lo, Patrick	Servant leadership Transformational leadership Participative leadership	3

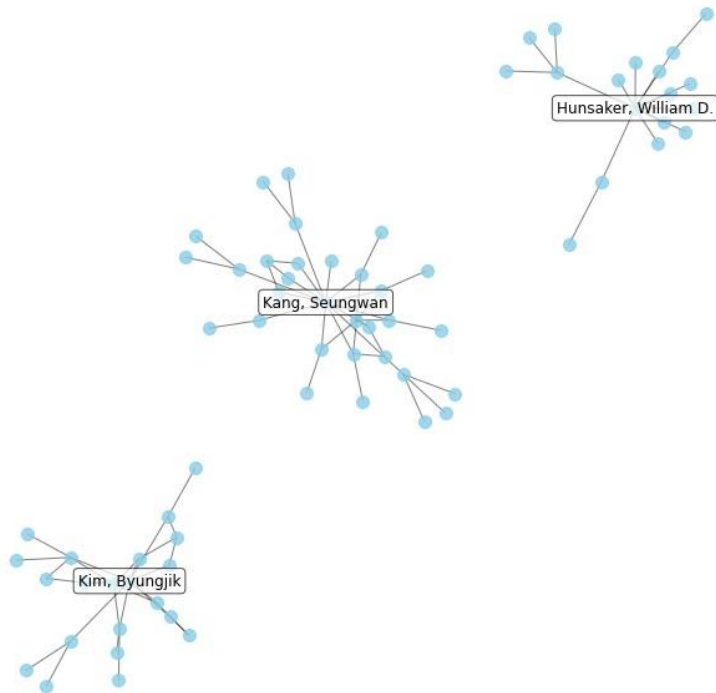
Figure 1: Q2 EAS Social network diagram of regional authors



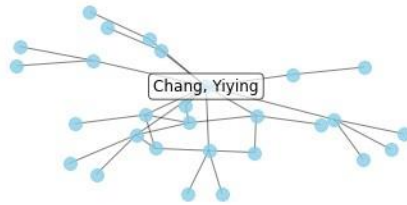
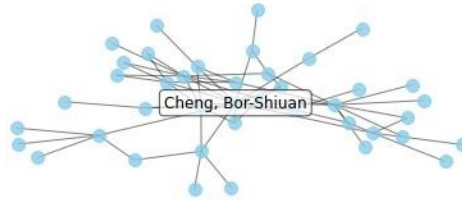
Network for Hong Kong Authors



Network for Korea Authors



Network for Taiwan Authors



Network for Japan Authors

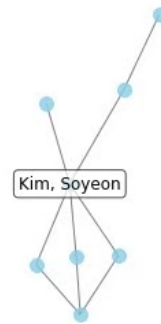
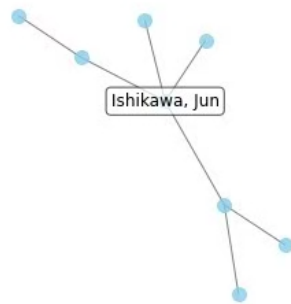
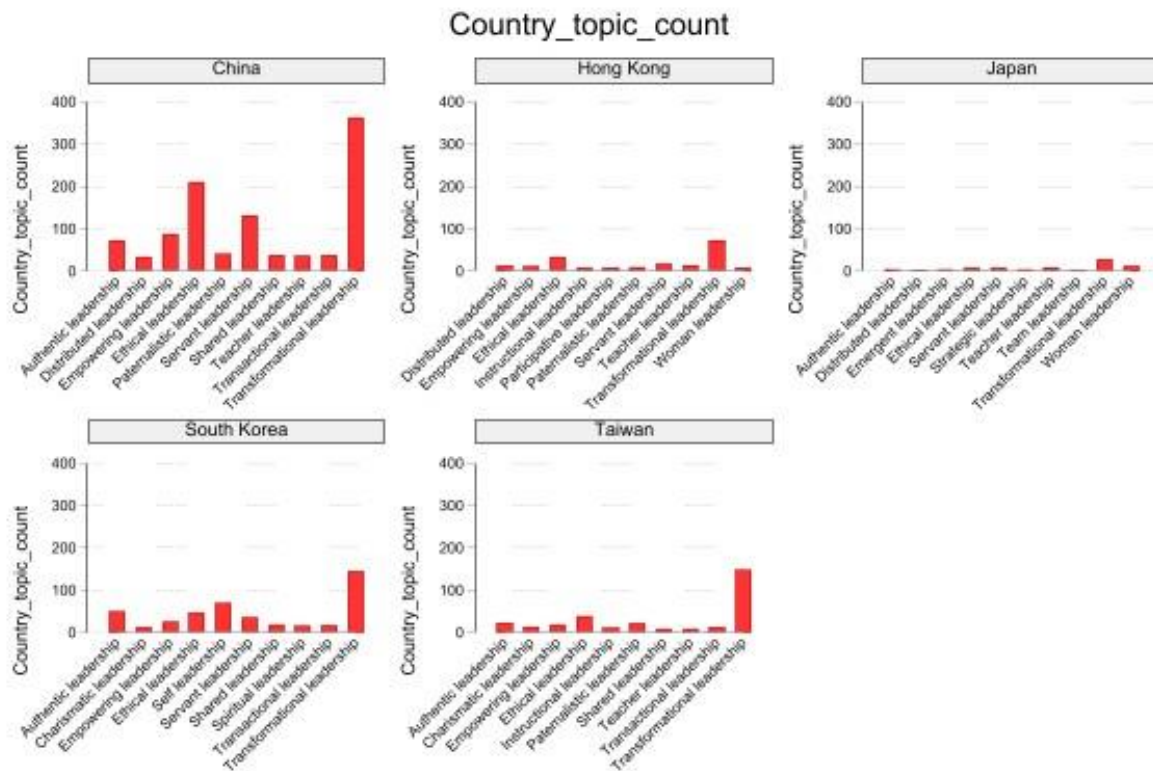


Figure 2: Q3 EAS The top ten leading categories in regional studies



Rose, M. E., & Kitchin, J. R. (2019). Pybliometrics: Scriptable bibliometrics using a Python interface to Scopus. *SoftwareX*, 10, 100263.

Analytics Strategy

This paper joins bibliographic and network analysis to investigate the evolution of leadership research and to conduct a longitudinal analysis of co-authorship patterns.

Conclusion

The examination of publication records spanning from 1980 to 2022 offers valuable insights into the expansive landscape of leadership research. Among the 20,468 analyzed records, transformational leadership, ethical leadership, and women leadership emerge as the foremost topics in terms of prevalence. Notably, transformational leadership stands out with a substantial lead in quantity. Delving deeper into the geographical distribution of research contributions reveals significant scholarly activity across East Asia. China, notably represented by prolific authors such as Miao Qing and Kwan Ho Kwong, has made noteworthy strides in exploring topics such as ethical leadership, participative leadership, and servant leadership. Similarly, Hong Kong, Taiwan, South Korea, and Japan exhibit vibrant research landscapes, with scholars investigating diverse aspects of leadership, including collaborative leadership, instructional leadership, and empowerment.

Addressing Research Question 1, key figures shaping leadership discourse in East Asia include Miao Qing and Kwan Ho Kwong from China, Hallinger Philip from Hong Kong, Cheng Bor-Shiuan and Chang Yiyong from Taiwan, Kang Seungwan from South Korea, and Kim Soyeon from Japan. Their collective contributions span an array of leadership topics, ranging from ethical leadership to transformational leadership, indicating a rich tapestry of scholarly engagement within the region.

Research Question 2 delves into the collaborative networks of the top researchers, revealing robust interdisciplinary alliances. Miao Qing, Kwan Ho Kwong, and Hallinger Philip, among others, engage in extensive collaborations with scholars from diverse backgrounds and institutions, fostering a dynamic and interconnected landscape of leadership research within East Asia.

Research Question 3 sheds light on the nuanced variations in leadership research topics across East Asian countries. For instance, while China predominantly focuses on ethical and transformational leadership, Taiwan's research spectrum encompasses charismatic and participative leadership. Hong Kong's focus on collaborative leadership aligns with the region's high value with the region's high value on educational excellence and the need for leaders who can foster environments conducive to learning and cooperation. South Korea's scholarly endeavors gravitate towards distributed and empowering leadership, reflecting a proclivity towards collaborative and inclusive leadership paradigms. Meanwhile, Japan exhibits a distinct interest in strategic and female leadership, delineating unique research priorities within the region.

This comprehensive analysis underscores the global interest and commitment to advancing leadership scholarship, with scholars from East Asia making substantial contributions to the field. The prevalence of transformational and ethical leadership underscores a persistent emphasis on organizational effectiveness and ethical conduct. Furthermore, the spotlight on women leadership underscores a growing acknowledgment of gender diversity's pivotal role in leadership contexts. Looking ahead, sustained research efforts and cross-regional collaborations will be pivotal in deepening our understanding of leadership dynamics and addressing contemporary challenges. By leveraging existing knowledge and exploring emerging frontiers, scholars can drive meaningful progress towards fostering effective leadership practices and catalyzing positive societal change.

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