



# The First Decade of Asian Research on School Leadership in a Global Context 拾載以來的全球脈絡亞太學校領導研究

## Fostering Teacher Autonomy from School Governance Perspective in The Global Context

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Autonomy for teachers ensures teaching and researching performance, maintains teaching staff, leads schools to the cutting-edge governance model and enforces learner autonomy. Current state of Vietnam shows that the legislation for teacher autonomy is quite unclear, the governance policy of developing staff autonomy is not taken into consideration and teachers unaware this right and take it into account. This effort aims to design the teacher autonomy definition and scale at university context in order to recognize the level of autonomy in each factor and to demonstrate the impact of personal and organizational elements on the teacher autonomy. Teacher autonomy scales determined reliability and validity are established to investigate level of autonomy. Lecturers at university experience sense of teacher autonomy at medium degree. Teacher autonomy in teaching, curriculum development and research get high degree compared with that in involving school mode of operation and staff development. University HRM process has remarkable effect on teacher autonomy degree of lecturer. Based on this, recommendations focus on creating opportunities for lecturers to experience autonomy and involving them in decision making process.

Moreover, research illustrates reality of TEA development content in surveyed universities. Based on that reality, HRM solution will be proposed in order to expand their autonomy.