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Leadership and Learning in Asia Pacific: Challenges for Research and Practice

The Impacts of School Leadership Dynamics on School Effectiveness in Elementary Schools

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The purposes of this study are to analyze the school leadership dynamics (a variable combined the scores of principals' transformational leadership, teachers' self-management, and leadership community of school) and its influence on school effectiveness. Utilizing the method of questionnaire survey and random stratified sampling, this study chose 45 sample elementary schools in Taiwan. Each school was selected a representative sample including teachers and administrators to answer a questionnaire consisted of 4 variables (16 dimensions in total). The method of Cluster Analysis was used to classify the 45 schools (636 valid questionnaires) based on their combined scores and characteristics of school leadership dynamics, it was found that there were four types of elementary schools, including the Dynamic Integrated School, the Administrative Vertical School, the Teacher Horizontal School, and the Static Inertia School. Each type of school presents different characteristics in terms of their degrees of principal's transformational leadership, teacher's self-management, and leadership community of schools. Furthermore, the findings of this study indicated that significant differences were found among the four types of schools in terms of school effectiveness. The school effectiveness in those Dynamic Integrated Schools and the Teacher Horizontal Schools were higher than the Administrative Vertical Schools and the Static Inertia Schools. Related suggestions were provided based on the findings of this study by the researchers.

Keywords: leadership dynamics, leadership community of school, principals' transformational leadership, teachers' self-management, school effectiveness



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