



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

The Linkage of Taiwanese Scholarship on School Leadership with the Global Academia: A Co-citation Analysis

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Successful leadership practice is constructed in line with the educational values embedded in a nation's social culture (Bajunid, 1996; Cheng, 1995). The knowledge base of school leadership mostly generated in the western context with an assumption of universality has been critiqued since the mid-1990s. Asian scholars started to explore the "indigenous perspectives and practices" over the past 2 decades. This study using Taiwan as the context to analyze if the concepts that Taiwanese scholars investigated are local and how their research links to the global discourses.

This study examines school leadership research in Taiwan from 2001 to 2018, which were accessed from the SCOPUS database. Internationally and locally indexed publication data were included. Two approaches were used to analyze the data. First, we conducted the co-citation analysis of authors and found that three clusters of authors appeared. The first cluster subsumed the authors—Leithwood, Hallinger, Pan, Fullan, Harris, Spillane, Louis and Walker, while the second cluster had Bass as the center, connecting to Bandura. Deviating from the former two clusters with vivid nature of leadership, the third cluster had Daly as the most cited author, who's specialty is more on social network and teacher efficacy. The linkage between the cluster 1 and 3 was mainly through Spillane. It indicates that some of the studies investigated both leadership and social networks/teacher efficacy. Besides, the distributed form of leadership was favored by those studies. Second, the themes of the research were analyzed. After examining the titles, abstracts and keywords of articles, we found that there were four clusters of themes: 1. transformative leadership and instructional leadership were accompanied with organizational innovation and organizational learning; 2. principal leadership and curriculum leadership came with education reform and professional development; 3. leadership for leaning, learning community, teacher leadership and academic optimism were



shown together; 4. educational leadership, innovation and management were clustered. The findings reveal that Taiwanese scholarship on school leadership has strong linkage with the global discourses. The highly cited authors were almost from the west. Emerging concepts in the global leadership research, such as distributed leadership, leadership for learning, learning community and social network et al., were visible in the studies investigated. However, how to deepen the contextualized leadership research to generate new constructs and theories is still a task for the Taiwanese academia.

Keywords: *leadership, school leadership research, citation, co-citation*