



亞太領導圓桌會議

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## **Congruence Framework to Explore Instructional Leadership: Focusing on Its Effect on Teacher Collaboration Using Hong Kong PISA 2022**

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This study explored how the interplay between principals' and teachers' perceptions of instructional leadership relates to teacher collaboration in Hong Kong schools, considering organizational trust as a moderating factor. This study utilized PISA 2022 data and employed polynomial regression analysis with response surface methodology. The focus on the interplay or congruence/incongruence of perceptions addresses a critical aspect of leadership research, acknowledging that leadership is a dynamic interaction between leaders and followers. Examining this leader-follower perceptual (dis)agreement goes beyond simply assessing leadership from a single perspective and simple discrepancy models, providing a more nuanced understanding of its association with teacher collaboration. The study suggests that congruence or incongruence is not uniformly beneficial or detrimental to teacher collaboration. This calls for a more sophisticated approach for principals to utilize instructional leadership practices and promote teacher collaboration. Building trust within a school can be an effective approach to optimizing its effectiveness on collaboration at any level of instructional leadership.

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