

Exploring the Dynamics of Transformational Leadership, Administrative Support, and Teacher Community Agency in Curriculum Reform

Chen Pei-Ying & Lee Che-Di

This study examined how transformational leadership and administrative support for professional development influenced teacher community agency during the initial implementation phase of Taiwan's new curriculum policies from 2019 to 2021. Data were collected annually over this three-year period in three waves from a sample comprising 227 schools participating in the School Actualization Program, representing 89% of the total population of 256 schools that participated across all three waves. Questionnaires were administered to the coordinators overseeing eight subject domains in each school.

We designed three scales to measure Teacher Community Agency (TCA), Principal Transformative Leadership (TL), and Professional Development Support from Administration (PDS), each consisting of eight, eight, and five items respectively. All items were measured using a Likert scale with four options: "strongly agree," "agree," "disagree," and "strongly disagree." The Cronbach's α reliability coefficients for all three scales exceeded .70, indicating acceptable internal consistency.

In addition to considering the moderating effect of TCA grouping, we included the interaction between Principal Transformative Leadership and Professional Development Support in the model. This type of model is referred to as mediated moderation, implying that the influence of PDS on TCA varied depending on TL, and this interaction differed across TCA groups.

變動情境下的學校領導 Changing Contexts for School Leadership



ASIA LEADERSHIP
ROUNDTABLE
亞太領導圓桌會議
Bangkok 2024 曼谷

Jun 5-8, 2024 | Bangkok

Organisers:



亞太領導圓桌會議二零二四
Asia Leadership Roundtable 2024

Regarding the influence of TL on PDS, TCA grouping was found to have a positive moderating effect. Compared to schools with low TCA, teachers in schools with high TCA had a greater demand for professional development within the teacher community, making it easier for the principal's TL to influence the PDS provided by the administrative team. Under conditions where school members shared a consensus, the impact of TL on PDS was amplified.

The moderating effect of TCA grouping was actually a non-linear model because the presence of this moderating effect indicated that the influence of TL and PDS on TCA was not "linear." Rather, the magnitude of the influence varied across different segments of TCA (the rate of change in TCA per unit of TL or PDS differed). One possible explanation was that within favorable social environments, beneficial factors were more likely to influence social practices of teachers.

The principal's TL increased the influence of PDS on TCA (TL had a positive moderating effect on the influence of PDS), because when both the principal's TL and the administration's PDS were high, it implied that the principal and the administration shared consistent expectations and practices regarding teachers' professional development goals. This alignment fostered a harmonious school culture, which in turn facilitated teachers' acceptance of the teacher community practices and their willingness to embrace the interpersonal and resource support provided by the administration, thereby enhancing the influence of PDS on TCA.

變動情境下的學校領導
Changing Contexts for School Leadership



ASIA LEADERSHIP
ROUNDTABLE
亞太領導圓桌會議
Bangkok 2024 曼谷

Jun 5-8, 2024 | Bangkok

Organisers:



亞太領導圓桌會議二零二四
Asia Leadership Roundtable 2024

In schools with high TCA, teachers highly identified with the value of professional development through teacher communities. In these schools, if the principal and teachers shared consistent perceptions and operations regarding professional development goals and practices (high TL), the teacher community more effectively and actively utilized the interpersonal and resource support provided by the administrative organization, thus amplifying the influence of PDS on TCA (TCA grouping had a positive moderating effect on the influence of PDS).

Since teachers' professional development practices and the principal's transformative leadership approach might not necessarily align, they could influence each other. When they were consistent, there was a multiplicative effect on the influence of PDS on TCA, whereas inconsistencies could have an inhibiting effect. Therefore, the model included the interaction between TCA grouping, TL, and PDS.

變動情境下的學校領導
Changing Contexts for School Leadership



ASIA LEADERSHIP
ROUNDTABLE
亞太領導圓桌會議
Bangkok 2024 曼谷

Jun 5-8, 2024 | Bangkok

Organisers:

