

A Study on the Impact of Elementary School Principals' Distributed Leadership and Teachers' Organizational Citizenship Behaviors on the Students' Learning Achievement

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Abstract

The principals' empowerment leadership and the teachers' voluntary effectiveness are both significant factors in the learning achievements of students. This study investigates the current status of principals' distributed leadership, teachers' organizational citizenship behavior, and students' learning achievements in elementary schools. The impact of principals' distributed leadership and teachers' organizational citizenship behaviors on the students' learning achievements in elementary schools are also explored. The research methods include literature review and a questionnaire survey. The survey participants are elementary school educators from Hsinchu City, Hsinchu County, and Miaoli County. A total of 1,011 questionnaires were handed out, of which 698 were valid, with an availability rate of 69 %. The study used structural equation modeling to verify the linear relationship of the principals' distributed leadership, teachers' organizational citizenship behavior, and students' learning achievements. The results indicate a high degree fit with the parameter estimates. The study suggests that school principals should adopt a distributed leadership approach to facilitate teachers' organizational citizenship behaviors for improving the learning achievements of students.

Keywords: elementary school, principals' distributed leadership, teachers' organizational citizenship behavior, students' learning achievement

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