

The Relationships Among the Relational Leadership of Principals, Collaborative Governance, and Relationship Performance of Junior High Schools

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Abstract

This study investigates the effects of the relational leadership of principals, collaborative governance, and relationship performance. A questionnaire survey was employed for this investigation. Questionnaires were distributed among a random sample of 1,000 junior high school teachers throughout Taiwan. Overall, 816 valid questionnaires were retrieved. Structural equation modeling was employed to verify the linear relationship among the relational leadership of principals, collaborative governance, and relationship performance. The results show that the relational leadership of principals exerts positive effects on collaborative governance and relationship performance.

In addition, the relational leadership of principals indirectly influences the relationship performance through collaborative governance. The results of this study indicate that school principals should implement relational leadership to accelerate collaborative governance in school operations and improve the overall relationship performance.

Keywords: relational leadership, collaborative governance, relationship performance



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