



**Principal Leadership in Elementary Schools in Taiwan:
Thinking Frameworks, Actions, and Impacts on School Capacity**

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Past literature indicated that principal's thinking influences his/her actions and then impacts on school's capacity for helping student learning. However, studies that investigate principal thinking, leadership behavior and its impact on school capacity all together are relatively rare. Utilizing the concept of school capacity, this paper analyzed the impacts of principal thinking framework and leadership behavior on the school environment that conducive to teaching and learning in primary schools in Taiwan. The method of questionnaire survey was used in this study. By collecting 598 valid sample data from principals, teachers and administrators of primary schools in Taiwan (46 principals and 552 teachers), this paper analyzes the relationship between principal thinking framework and principal leadership behavior and the relationship between principal leadership behavior and school capacity. This paper also examines the impacts of principal thinking framework and principal leadership behavior on school capacity. The author provided several suggestions for principal leadership in school based on the findings.

Keywords: *Principal Thinking, School Capacity, School Leadership*