

- (7) Valuing teachers' professional autonomy, the principal's assistances and members' participation, supplying a dialogue room could shorten the professional distances among the principal and school members.
- (8) The relations of the various emotional distances among the principal and school members in this school were shown a slightly interdependent nature.

## 2. Suggestions

- (1) Principals must recognize the reasons of causing emotional distances occurred in schools in order to lead the school effectively.
- (2) Principals can set up various communicative channels to develop the consensuses on administration and teaching in school.
- (3) Principals who care the individual teachers' needs can construct the close relations among members of the school.
- (4) Principals can emphasize the importance of the attitude of dialogues in order to take one step ahead to create a school culture of reciprocal trust.
- (5) Principals who provide the opportunities of collegiality can promote the teachers' professional development in school.
- (6) Principals can develop gradually the other types of close relations of emotion in school by way of communicating ideals, developing learning communities, and constructing positive relations.
- (7) We can develop a more comprehensive research picture on the issue of emotional relation of school by expanding the inquiries of time and space of emotional geographies in school.

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