LEADERSHIP BEHAVIORS AND ITS RELATION TO PRINCIPALS’ MANAGEMENT EXPERIENCE

HOW IS THE TRUE LEADER?

1. It is the one who can:
   - Shape the Path
   - Enable Others to Act
   - Inspire a Shared Vision
   - Give Support to the Heart
   - Challenge the Process
   - Lead through a shared and collaborative vision
   - Empower and support others

2. The Study
   - 175 respondents
     - 92 men
     - 83 women
   - 23.39% inspire a shared vision
   - 23.95% giving support to the heart
   - 24.95% challenging the process
   - 25.50% enabling others to act

3. What is the perception of teachers about their principals’ leadership behavior?
   - Inspiring a shared vision: 23.33%
   - Challenging the process: 23.33%
   - Enabling others to act: 22.85%
   - Giving support to the heart: 23.85%
   - In short, they give principals very high scores

4. What is the principals’ perception of their own leadership behavior?
   - Inspiring a shared vision: 25.84%
   - Challenging the process: 24.93%
   - Enabling others to act: 24.53%
   - Giving support to the heart: 25.00%
   - Principals give themselves very good marks

5. Do any significant differences exist between the leadership behavior perceived by principals and teachers in this research?
   - There are indeed differences: teachers’ assessments are lower, whereas those of principals are higher

6. Do those with more total years of teaching experience report changes in leadership behavior and management experience from the pre-service year to the first year as a principal?
   - Principals’ leadership behaviors are more or less the same regardless of their greater or lesser experience

Conclusions:

- The effectiveness of leadership largely depends on their followers’ perceptions
- Those who empower their team, create an atmosphere of trust, and facilitate open and honest communication will experience greater success
- Principals’ schools tend to be more efficient in leadership behaviors and to encourage and support their leadership behaviors