

A COMPARISON CASE STUDY OF LEADERSHIP BEHAVIORS
OF A PRINCIPAL IN A HIGH -PERFORMING MIDDLE SCHOOL SERVING
MEXICAN -AMERICAN CHILDREN IN SOUTH TEXAS

A DISSERTATION

BY

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ABSTRACT

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This study is based on the theoretical framework that defines leadership as an influence process, one that depends on the extent to which eventually people perceive leadership as a quality someone possesses and as a result of that perception, consent to be led (Greenfield, 1998 as cited by A. Benavides, 2001).

The purpose of this study was to identify leadership behaviors of a principal of high-performing middle schools serving predominantly Mexican-American students in South Texas. A qualitative study was conducted at two middle schools using two types of data: a teacher and parent survey, and teacher and staff interviews. The principal of Middle School A is the focus of this case study; however, the principal of Middle School B is used as a comparison case.

Findings of the study indicate there were different strategies and techniques used by the principal to positively influence students, teachers, parents in the areas of high expectations, parental involvement, restructuring (site-base management & shared vision), and school culture as it relates to high teacher morale. These strategies included 1) constant and consistent communication, 2) goal and objective setting, 3) role

modeling, 4) articulation and organizational – 5) positive feedback and encouragement, 6) networking, 7) facilitative, 8) positive recognition, 9) support, 10) interpersonal relationships.