



RESEARCH ARTICLE

Perceptions of Good Practice in School Leadership: a Comparative Analysis between School Principals and Teachers

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ARTICLE INFO	ABSTRACT
<p>Received: Apr 24, 2024 Accepted: Jul 3, 2024</p>	<p>The importance of school leadership over the last 20 years has been accompanied by the development and questioning of best management practices of school leaders. This study aims to explore leadership practices in educational centers using Kenneth Leithwood's model, according to the perceptions of principals and teachers. A descriptive and inductive approach was employed, using a questionnaire based on Leithwood's model, composed of 42 items distributed across four dimensions: setting directions, developing people, promoting organizational transformation, and managing the curriculum. The sample included 97 principals and 246 teachers from 16 educational centers in the South-West Metropolitan Region of Chile. The findings revealed that principals have a more positive view of leadership practices compared to teachers, who present more critical and varied views. Teaching experience significantly influences these perceptions. The study highlights the need to align the perceptions of both groups to improve educational practices, suggesting a collaborative approach in professional development and decision-making to strengthen leadership and management practices.</p>
<p>Keywords Effective leadership Good educational practice Perceptions of educational leadership Teaching</p>	
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INTRODUCTION

In Chile, educational leadership has been influenced by various policies and programmes implemented by the Ministry of Education. According to data from the Centro de Estudios de Políticas y Prácticas en Educación (CEPPE, 2019), 75% of school principals in Chile consider their primary role to be pedagogical leaders, rather than mere administrators. This focus on principal leadership is reflected in the training and professional development programmes offered to principals, along with this the Agency for Quality Education in 2020 revealed that 68% of teachers in Chile perceive their principals as effective leaders who promote an environment of collaboration and continuous improvement (ACE, 2020), along with this, 82% of principals reported feeling prepared to lead processes of change and improvement in their institutions (BID, 2020). In terms of role perception, the Centre for Advanced Research in Education (CNED), 2020 showed that 60% of teachers in Chile consider their main role to be facilitators of learning, while 30% see themselves as guides and mentors for their students. Only 10% of teachers identify themselves primarily as transmitters of knowledge (CIAE, 2019). According to the PISA 2018 report, Chilean schools with principals

reporting high levels of managerial leadership scored significantly higher in reading, mathematics and science compared to those with lower levels of leadership (OECD, 2019). Role perceptions also vary by level of education: in basic education, 70% of teachers see themselves as facilitators of learning, while in secondary education, this percentage decreases to 50%, with an increase in the perception of teachers as guides and mentors; in 2021, research conducted by the University of Chile found that 78% of teachers working in schools with high levels of principal leadership report high levels of job satisfaction, compared to 55% in schools with lower levels of principal leadership (OECD, 2021). Finally, parents' and parents' perceptions of school leadership are also positive. According to a survey by the National Education Council (CNED) in 2020, 72% of parents and guardians in Chile consider the principals of their children's schools to be effective leaders who contribute to the comprehensive development of students (CNED, 2020).

LITERATURE REVIEW

Michael Fullan, (2007) sees managerial leadership as a dynamic and transformative process that transcends simply managing an institution. According to Fullan, educational leadership involves the ability to influence and motivate others to achieve common goals, focusing on continuous improvement and systemic change, and emphasises the importance of leaders understanding and assuming multiple roles, from visionaries and strategists to facilitators and collaborators, being change agents capable of creating and sustaining a culture of learning and ongoing professional development within the educational community (Fullan, 2011; Drake, 2022). Similarly, Kenneth Leithwood (2010) argues that managerial leadership is crucial to the success of educational institutions. For the author, leadership involves influencing the motivation, development and performance of teachers and students. In his perspective, educational leaders must be visionary, set clear goals and create an environment that fosters learning and continuous professional development (Leithwood, 2010; Brown et al., 2021). Leithwood and Jantzi (2005) argue that leaders must adopt multiple roles, such as manager, mentor, facilitator and innovator, and emphasise flexibility in these roles to respond to the diverse needs and challenges of educational institutions (Leithwood and Jantzi, 2010; Bolivar, 2010).

Spillane approaches managerial leadership from a distributed perspective, emphasising that leadership does not reside in one person, but is distributed among multiple actors within the educational organisation. Murillo and Duk, (2020), argue that educational leadership involves a series of interactions and practices that take place in the context of educators' daily work (Spillane, 2001). In terms of role perceptions, Leithwood et al. (2010) argue that roles are not static or predefined, but are continually constructed and reconstructed through everyday interactions. This perspective underlines the importance of understanding how different actors within a school perceive and perform their leadership roles and how these perceptions influence organisational dynamics and the implementation of educational policies (Spillane et al., 2004; Segovia and Real, 2015). On the other hand, Robinson approaches managerial leadership from a perspective focused on improving student learning and achievement. For Robinson, effective leadership is defined by the ability to directly influence pedagogical practices and students' academic outcomes. Robinson emphasises the importance of leaders understanding and assuming roles beyond mere management, focusing on creating an environment that promotes teachers' professional development and the implementation of evidence-based practices. According to Robinson, leaders should be facilitators of learning, supporting teachers in adopting effective teaching methods and solving complex educational problems (Robinson et al., 2008).

As we can see from the above, leadership is a universal concept that has been central in reflections, analyses and profound transformations throughout history, assuming a leading role in the educational field (Bass, 1985). This term, which implies guiding and leading, has evolved from being a person-centred idea to being understood as a collective, dynamic and multi-faceted phenomenon

(Murillo and Duk, 2020). In today's educational context, leadership goes beyond the simple transmission of knowledge and facilitation of learning; it includes the holistic development of students and teachers, organisational restructuring and curriculum management in educational institutions (Leithwood and Jantzi, 2005; Hallinger et al., 2020; Leithwood et al., 2006; Elmore, 2010).

Current understandings of managerial leadership have been significantly shaped by research that articulates the leader's ability to influence teaching practice (Day, 2014; Day and Leithwood, 2007; Bass, 2003), argues that leadership practices involve a set of intentional behaviours that are critical to the dynamics of influence between leaders and followers in schools (Murillo et al., 2011; Drake, 2022), these within specific contexts, as the environment and circumstances of interactions have a significant impact on the actions and decisions of both leaders and followers (Leithwood, 2023; Díez et al., 2023). Thus, managerial leadership is seen as an adaptive response to situational demands, which is consistent with contingent leadership theory (Villa, 2019; Spillane et al., 2001; Díez et al., 2023).

The present study aims to understand and explore school leadership practices using Kenneth Leithwood's model, exploring how principals and teachers perceive these practices (setting directions, people development, organisational transformation and curriculum management) by Bass, (1985) and applied by Leithwood, Day, Sammons, Harris and Jones, (2010). Some of the questions we will address are: How do principals and teachers perceive good leadership practices in their schools, **how does** the variability in perceptions of good practices among teachers relate to their years of individual classroom experiences, what are the factors that most value organisational practices by schools?

Good educational practices in leadership

Leithwood and Jantzi (2010) argue that managerial leadership is defined by several vital aspects of educational management. First, leadership exists within social relationships and serves social ends; although leaders are individuals, their actions always have a social purpose that transcends the individual to focus on the organisation and society at large (Hallinger, 2011; Spillane et al., 2004). Fullan's (2007) research also supports this view, highlighting the importance of social context in managerial leadership. Second, leadership implies purpose and direction; it is the educational leader's responsibility to motivate and direct the agreed vision towards the school's goals, even if the vision comes from above (Díez et al., 2023; Day et al., 2016; ; Rashid et al., 2023). Clear and goal-oriented leadership is considered crucial for school success. Third, leadership is a function that can be exercised even without a formal designation, and its development depends on the availability of resources and the skills of the leader and his or her team (Leithwood et al., 2010). Bush and Glover (2014) point out that effective leadership requires a balance between personal skills and organisational resources (Bolívar et al., 2013; Campos, 2022; Kanval et al., 2024; Zheng 2022). Finally, leadership is contextual and contingent; there is no universal formula for effective leadership, as it must be adapted to specific circumstances (Villa, 2019; Harris and Jones, 2010). This approach is supported by contingent leadership theory, which argues that leadership must be flexible and adjust to the needs of the context (Spillane et al., 2001). Considering these principles, Leithwood et al. (2010) define school leadership as the work of mobilising and influencing others to articulate and achieve the shared intentions and goals of the school, focusing its capacity to positively influence teaching practice and, consequently, student outcomes (Day and Leithwood, 2007; Hallinger and Heck, 2010).

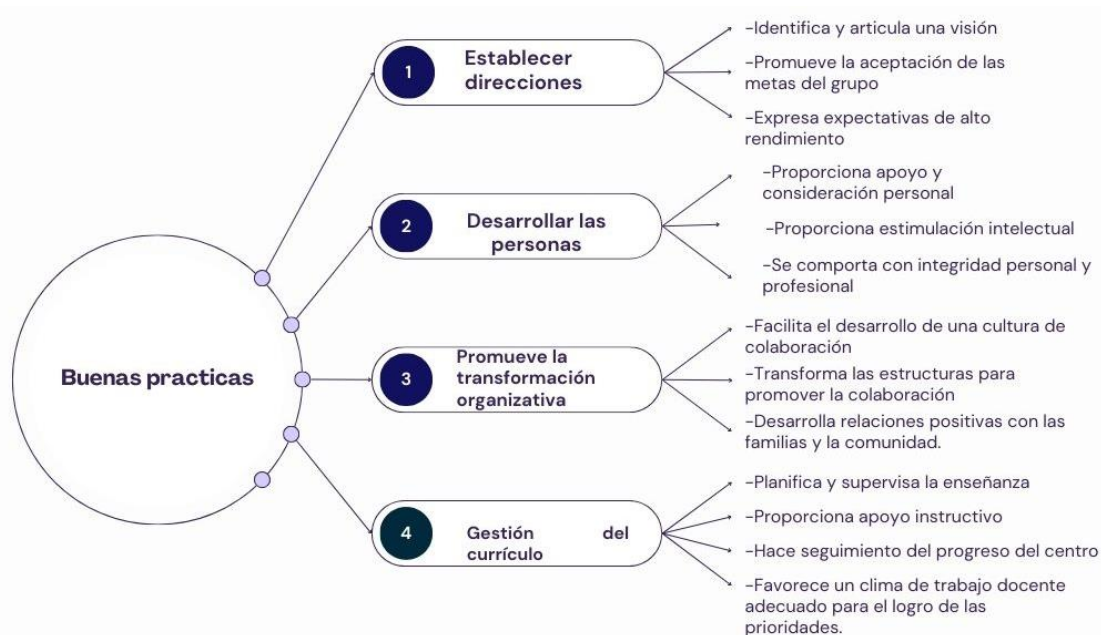


Figure 1. The four dimensions of practices capture the fundamental pathway of processes .Source: Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2010). Seven strong claims about successful school leadership. *School Leadership & Management*, 30(1).

Figure 1 summarises good management practices based on the research of Kenneth Leithwood (2010), illustrating four key areas for school leaders: First, *Setting Directions*: Leithwood and Jantzi, (2006) argue that the ability of leaders to articulate a shared vision is essential for school success and Hallinger (2011; Hallinger and Heck, 2010), states that effective leadership involves promoting buy-in to group goals and maintaining high expectations. Second, *Developing People*: Day and Leithwood (2010) highlight that supporting personal and professional development is a critical component of successful leadership. Hargreaves and Fullan (2015) emphasise that providing intellectual stimulation and acting with personal and professional integrity are actions that foster the growth of the entire team (Eiguren-Munitis et al., 2022). Third, *Promoting Organisational Transformation*: Fullan (2007) describes organisational transformation as the creation of a collaborative culture essential for educational innovation while Harris and Jones (2010) discuss the transformation of structures to foster collaboration and build positive relationships with families and the community as fundamental to systemic change (Campos, 2022). Fourth, *Curriculum Management*: School leaders must plan and monitor teaching and learning to meet educational goals (Eiguren-Munitis et al., 2022). These dimensions are established as fundamental in any school (Leithwood et al., 2010; Hallinger et al., 2020).

METHODOLOGY

To understand and explore management practices in schools, using Kenneth Liethwood's model, this study explores how principals and teachers perceive these practices (setting directions, people development, organisational transformation and curriculum management). The inductive method, which gathers individual perceptions of teachers and principals, is analysed to identify general trends or patterns in the implementation of good practices (Hernández-Sampieri and Mendoza, 2018).

Objectives

- Objective 1: To describe and compare principals' and teachers' perceptions of good leadership practices in their schools.

- Aim 2: To analyse how variability in perceptions of good practice among teachers is related to their individual years of classroom experience.
- Objective 3: To identify the most valued factors of organisational practices by schools according to the perception of school heads and teachers.

Teacher

The sample was concentrated on school principals from schools in the commune invited to participate in the research, which are part of the Programme for Exploring the South-West Metropolitan Region of the Ministry of Science, Chile. A total of 52 schools were considered in the sample. The invitation required the participation of management and teaching staff. Of the total, 16 institutions responded to the commitment, which corresponds to 30.7% of the invited sample. Of these institutions, a total of $N=97$ managers and $N=246$ teachers participated, which represents an average participation of 6 managers per institution and 15 teachers. Within the population of managers analysed, there is a majority representation of women, who make up 55.67% of the total, compared to 44.33% who are men. In terms of age distribution, more than half of the people (55.67%) are between 41 and 50 years old, while 25.77% are between 31 and 40 years old, and a smaller percentage (18.56%) are over 60 years old. With regard to length of service, it is notable that the majority of people (54.64%) have more than 20 years of service. A significant segment, representing 22.68%, has between 6 to 10 years' experience. On the other hand, 21.65% of the group has between 11 to 20 years of service and only 1.03% has less than 5 years, which indicates a remarkable experience and permanence within the studied population.

In the case of teachers who will evaluate management practices, in the gender distribution, women constitute 64.47% of the total population, outnumbering men who represent 35.53%. Looking at age, the under 30 age group comprises 26.01% of the population, while the 31-40 age group is the largest with 36.99%. Individuals aged 41 to 50 years constitute 25.27% and those over 60 years account for 11.72%. In terms of years of service, those with less than 5 years constitute 32.97% of the population, followed by those with 6 to 10 years of service who represent 22.34%. Those with 11 to 20 years of service correspond to 24.91%, and those who have served more than 20 years account for 19.78%. These data reflect a population with a higher proportion of women and a trend towards greater experience in years of teaching service.

Ethical aspects

The research, carried out from May to September 2023, was conducted in accordance with rigorous ethical standards. Prior to data collection, ethical approval was obtained from the Ethics Committee of the University of Deusto (ETK-2/2324). At the same time, informed consent was obtained from the participants, guaranteeing anonymity and confidentiality.

Instruments

For data collection, a collaboration was established between the Programme for Explora in the South-West Metropolitan Region of the Chilean Ministry of Science and the Horreum Foundation of Spain, which is participating in this research. Through Explora, the schools participating in the research were contacted. Data collection was carried out through the Google Forms platform, providing detailed instructions for the correct development of the surveys. The instrument used was a questionnaire developed by Leithwood, composed of 42 items classified into four dimensions: 1) Setting directions, 2) Developing people, 3) Promoting organisational transformation and 4) Managing the school's curriculum. The management teams and teachers completed the survey, identifying the associated good practices using a Likert scale with the options: 1) Not at all, 2) Somewhat, 3) Quite a lot, and 4) Very much.

Data development

The statistical analysis of the data was carried out using the JAMOVI software, which is based on the R programming language, (The jamovi project, 2021). The reliability of the good practice scale, proposed by Leithwood, was assessed through Cronbach's alpha coefficient, which is widely used to measure the internal consistency of psychometric scales (Cronbach, 1951). The values obtained for each dimension, Setting directions (0.919), Developing people (0.919), Transforming the organisation (0.918) and Managing the curriculum (0.926), indicate high internal reliability, suggesting that the items are closely related and coherently measure the construct in question. These results are higher than the recommended threshold of 0.7 (Hernández-Sampieri and Mendoza, 2018; Galindo-Domínguez, 2020).

Table 1. Scale Reliability Statistics

Cronbach's α		McDonald's ω
scale	0.939	0.940

Table 1 shows that Cronbach's alpha and McDonald's omega are very high (0.939 and 0.940 respectively), suggesting that the items of the scale are highly correlated with each other and the scale as a whole has a high reliability.

RESULTS

Measures of central tendency of good practice dimensions

How do principals and teachers perceive good school leadership practices in their schools?

Table 2. Exploratory analysis of good management leadership practices and their dimensions in managers and teachers.

Factors	Role	M	USA	Md	DE	Asymmetry	W	p
Good Practices	Director	3.33	0.0804	3.39	0.316	-0.236	0.944	0.157
	Teacher	3.18	0.0417	3.24	0.623	-1.013	0.920	< .001
L1 E. Addresses	Director	3.38	0.0853	3.50	0.409	-0.890	0.898	0.012
	Teacher	3.23	0.0455	3.30	0.661	-1.064	0.905	< .001
L2 D. persons	Director	3.42	0.0608	3.44	0.412	-0.748	0.945	0.166
	Teacher	3.23	0.0398	3.44	0.692	-1.159	0.888	< .001
L3 Organisationa l T.	Director	3.26	0.0793	3.44	0.418	-0.323	0.940	0.121
	Teacher	3.15	0.0442	3.22	0.653	-0.716	0.938	< .001
L4 G. Curricular	Director	3.27	0.0786	3.27	0.443	-0.244	0.958	0.334
	Teacher	3.09	0.0422	3.09	0.712	-0.803	0.927	< .001

Table 2 provides a comprehensive analysis of principals' and teachers' perceptions of good school leadership practices using Kenneth Leithwood's model. The data suggest that principals and teachers have significantly different perceptions on all dimensions assessed. For overall good practice, principals reported a mean (M) of 3.33 with a standard deviation (SD) of 0.316, indicating a relatively uniform and positive perception. The skewness of -0.236 suggests a slight skew towards higher responses, and the p-value (0.157) of the Shapiro-Wilk test indicates that the distribution does not deviate significantly from normality. In contrast, teachers have a lower mean of 3.18 and a higher SD of 0.623, indicating greater variability in responses. The skewness of -1.013 and a p-value of less than 0.001 indicate a significantly non-normal distribution, with a tendency towards more critical responses.

In the direction setting dimension (L1), principals show a mean of 3.38 and a SD of 0.409, with a skewness of -0.890 and a p-value of 0.012, suggesting a slight deviation from normality. Teachers, on the other hand, have a mean of 3.23 and a SD of 0.661, with a skewness of -1.064 and a p-value of less than 0.001, indicating a significantly non-normal distribution and a more critical perception. For developing people (L2), principals have a mean of 3.42 and a SD of 0.412, with a skewness of -0.748 and a p-value of 0.166, suggesting a distribution close to normal. Teachers, on the other hand, have a mean of 3.23 and a SD of 0.692, with a skewness of -1.159 and a p-value of less than 0.001, again indicating greater variability and a more critical perception. Regarding promoting organisational transformation (L3), principals show a mean of 3.26 and a SD of 0.418, with a skewness of -0.323 and a p-value of 0.121, indicating possibly normal data. Teachers have a mean of 3.15 and a SD of 0.653, with a skewness of -0.716 and a p-value of less than 0.001, suggesting a more critical perception and a greater dispersion of responses. Finally, in the dimension of managing the curriculum (L4), principals reported a mean of 3.27 and a SD of 0.443, with a skewness of -0.244 and a p-value of 0.334, indicating a normal distribution. Teachers reported a mean of 3.09 and a SD of 0.712, with a skewness of -0.803 and a p-value of less than 0.001, again showing greater variability and a more critical perception.

Table 3. Exploratory variable analysis according to the position held at the educational centre

Factors	Welch's t-statistic	gl	p	Difference in averages	EE of the difference	Size of the effect
Good practice	2.15	52.0	0.036	0.157	0.0727	0.317
L1 E. Addresses	1.72	42.8	0.093	0.154	0.0893	0.279
L2 D. People	2.04	44.2	0.048	0.185	0.0907	0.325
L3 T. Organisational	1.20	41.6	0.238	0.109	0.0906	0.198
L4 G. Curricular	1.85	42.5	0.071	0.179	0.0967	0.302

The table shows an analysis of good educational practices according to participants' years of experience. The data reveal that educators with between 6 and 10 years of experience have the most positive perception, with a mean of 3.34 and lower variability (SD = 0.485), and a skewness of -0.880. Educators with 11 to 20 years of experience have a mean of 3.16 and a SD of 0.559, with a skewness of -0.768. Those with less than 5 years of experience show a mean of 3.14, SD of 0.631 and skewness of -0.907. The most experienced, with more than 20 years, have a mean of 3.14, the highest SD (0.694) and the most negative skewness (-1.388), indicating a greater tendency towards critical perceptions. In general, educators with less and more than 20 years of experience have more critical perceptions compared to those with between 6 and 10 years, who show a more positive and consistent appraisal of good educational practices.

How does the variability in perceptions of good practice among teachers relate to their individual years of classroom experience?

Table 4. Description of good leadership practices and actors with the variable years of experience.

Years of Experience	N	M	USA	Md	DE	Asymmetry
Between 11 and 20 years old	69	3.16	0.0673	3.21	0.559	-0.768
Between 6 and 10 years	58	3.34	0.0637	3.44	0.485	-0.880
Less than 5 years	90	3.14	0.0665	3.18	0.631	-0.907
More than 20 years	55	3.14	0.0936	3.29	0.694	-1.388

The table shows an analysis of good educational practices according to the participants' years of experience. Educators with 6 to 10 years of experience have the most positive perception, with a mean of 3.34 and lower variability ($SD = 0.485$), and a skewness of -0.880 , suggesting a trend towards higher values. Educators with 11 to 20 years of experience have a mean of 3.16 and a SD of 0.559 , with a skewness of -0.768 , also indicating positive perceptions, but with a lower skew. Those with less than 5 years of experience show a mean of 3.14, a SD of 0.631 and a skewness of -0.907 , suggesting that they perceive good practice similarly to the more experienced. Educators with more than 20 years of experience have a mean of 3.14, the highest variability ($SD = 0.694$) and the most negative skewness (-1.388), indicating a greater inclination towards more critical perceptions.

Table 5. Description of the dimensions of good educational practices segmented by the years of experience of the participants.

Factors	Years of Experience	N	M	USA	Md	DE	Asymmetry
L1_ Addresses	Between 11 and 20 years old	69	3.22	0.0751	3.20	0.624	-0.882
	Between 6 and 10 years	58	3.35	0.0668	3.40	0.509	-0.871
	Less than 5 years	90	3.23	0.0751	3.40	0.713	-1.160
	More than 20 years	55	3.17	0.0899	3.30	0.667	-1.192
L2_D. people	Between 11 and 20 years old	69	3.25	0.0769	3.33	0.639	-1.023
	Between 6 and 10 years	58	3.41	0.0730	3.56	0.556	-1.344
	Less than 5 years	90	3.21	0.0690	3.22	0.654	-0.969
	More than 20 years	55	3.14	0.1104	3.44	0.819	-1.293
L3_T. organisational	Between 11 and 20 years old	69	3.14	0.0720	3.11	0.598	-0.542
	Between 6 and 10 years	58	3.35	0.0688	3.44	0.524	-0.597
	Less than 5 years	90	3.08	0.0723	3.11	0.686	-0.542
	More than 20 years	55	3.12	0.0907	3.22	0.673	-1.136
L4_G. Curricular	Between 11 and 20 years old	69	3.05	0.0733	3.00	0.609	-0.469
	Between 6 and 10 years	58	3.26	0.0818	3.23	0.623	-0.859
	Less than 5 years	90	3.06	0.0773	3.09	0.733	-0.758
	More than 20 years	55	3.13	0.1050	3.27	0.779	-1.180

The table presents a descriptive analysis of the responses on good educational practices segmented by participants' years of experience. Educators with between 6 and 10 years of experience have the most positive perception, with a mean of 3.34 and lower variability ($SD = 0.485$), and a skewness of -0.880 . Those with 11 to 20 years of experience have a mean of 3.16, a SD of 0.559 and a skewness of

-0.768, also indicating positive perceptions, but less pronounced. Those with less than 5 years of experience show a mean of 3.14, a SD of 0.631 and a skewness of -0.907, suggesting similar perceptions to the more experienced educators. Educators with more than 20 years of experience have a mean of 3.14, the highest variability (SD = 0.694) and the most negative skewness (-1.388), indicating a greater inclination towards more critical perceptions. In summary, educators with less and more than 20 years of experience tend to have more critical perceptions of good educational practices, while those with between 6 and 10 years show a more positive and consistent assessment.

Table 6. Description of the dimensions of good educational practices segmented by the years of experience of the participants.

	CENTRES	Media	Medium	DE	Minimum	Maximum
L1_Set Addresses	1	3.60	3.60	0.200	3.30	3.80
	2	2.23	2.00	0.752	1.40	3.60
	3	3.45	3.50	0.251	3.00	3.80
	4	3.19	3.20	0.764	1.60	4.00
	5	2.85	2.90	0.647	2.10	3.80
	6	3.40	3.55	0.501	2.40	4.00
	7	3.31	3.40	0.550	2.00	4.00
	8	3.02	3.10	0.508	2.00	4.00
	9	3.18	3.50	0.872	1.50	4.00
	10	3.42	3.40	0.463	2.60	4.00
	11	3.20	3.20	0.710	1.00	4.00
	12	3.42	3.55	0.512	2.70	4.00
	13	3.10	3.45	0.845	1.60	3.80
	14	3.49	3.70	0.584	1.50	4.00
	15	3.48	3.55	0.543	2.50	4.00
	16	3.58	3.75	0.446	2.90	4.00
L2_Develops People	1	3.63	3.78	0.346	3.11	4.00
	2	2.09	1.56	0.959	1.11	3.78
	3	3.38	3.50	0.325	2.89	3.67
	4	3.44	3.44	0.463	2.78	4.00
	5	2.85	3.22	0.993	1.22	3.78
	6	3.36	3.61	0.625	1.78	4.00
	7	3.39	3.50	0.568	1.67	4.00
	8	2.94	3.00	0.711	1.44	4.00
	9	3.13	3.44	0.945	1.22	4.00
	10	3.50	3.61	0.481	2.56	4.00
	11	3.20	3.33	0.653	1.00	4.00
	12	3.49	3.56	0.469	2.78	4.00
	13	3.04	3.39	0.808	1.44	3.78
	14	3.44	3.56	0.528	1.67	4.00
	15	3.35	3.44	0.513	2.78	4.00
	16	3.39	3.44	0.376	2.89	3.89
L3_OrganisationalTransformation	1	3.33	3.56	0.548	2.33	3.89
	2	2.14	2.00	0.633	1.44	3.44
	3	2.99	2.89	0.512	2.00	3.67
	4	3.04	3.00	0.698	1.78	4.00
	5	2.85	2.94	0.746	1.78	3.67
	6	3.21	3.17	0.556	2.00	4.00

	7	3.13	3.17	0.605	1.89	4.00
	8	2.95	3.00	0.645	1.78	3.89
	9	3.19	3.44	0.833	1.44	4.00
	10	3.24	3.22	0.555	2.22	4.00
	11	3.11	3.11	0.639	1.11	4.00
	12	3.41	3.56	0.647	2.22	4.00
	13	3.17	3.39	0.623	1.78	3.78
	14	3.39	3.56	0.560	1.44	4.00
	15	3.39	3.33	0.406	2.89	4.00
	16	3.43	3.39	0.429	2.89	4.00
L4_CurriculumManagement	1	3.44	3.41	0.402	2.91	3.91
	2	2.09	1.91	0.905	1.00	3.50
	3	3.16	3.00	0.697	1.91	4.00
	4	3.22	3.09	0.481	2.55	4.00
	5	2.92	2.91	0.538	2.00	3.55
	6	3.32	3.32	0.611	2.00	4.00
	7	3.15	3.18	0.672	1.73	4.00
	8	2.89	3.00	0.722	1.45	3.91
	9	3.21	3.55	0.794	1.82	4.00
	10	2.95	3.00	0.614	1.36	4.00
	11	3.03	3.00	0.691	1.00	4.00
	12	3.23	3.23	0.571	2.27	4.00
	13	3.05	3.27	0.726	1.55	3.73
	14	3.22	3.27	0.676	1.00	4.00
	15	3.38	3.55	0.673	1.73	4.00
	16	3.41	3.20	0.447	3.00	4.00

The table shows a comparison of Leithwood's leadership factors in 16 schools, showing significant differences in leadership practice between schools in four factors: Setting Directions, Developing People, Organisational Transformation and Curriculum Management. School 1 stands out with the highest means and lowest variability on all dimensions, indicating very positive and consistent perceptions. In contrast, Centre 2 has the lowest means and highest variability, suggesting less favourable and more dispersed perceptions. For example, in Setting Directions, Centre 1 has a mean of 3.60 (SD = 0.200) and Centre 2 a mean of 2.23 (SD = 0.752). Similarly, in Developing People, Centre 1 has a mean of 3.63 (SD = 0.346), while Centre 2 has a mean of 2.09 (SD = 0.959). This pattern is repeated in Organisational Transformation and Curriculum Management, showing that Centre 1 is perceived much more favourably compared to Centre 2, which faces greater challenges in implementing good organisational practices.

DISCUSSION

The results of the study reveal significant differences in perceptions of good leadership practices between principals and teachers, aligning with the objectives of the study. Principals have a more positive view than teachers, which may be due to their role in implementing these practices (Bolívar et al., 2013; Day, 2014; Leithwood and Jantzi, 2006; Day and Leithwood, 2007). Teachers, especially those with more than 20 years of experience, present more critical views, suggesting possible cumulative disillusionment (Fullan, 2007; Segovia, 2019; Camarero et al., 2020). The main areas rated include setting clear directions, professional development, organisational transformation and curriculum management, which are fundamental to effective leadership (Rodríguez-Gallego et al., 2019; Bush and Glover, 2014). These findings are consistent with previous research on the importance of clear, goal-oriented leadership (Hallinger, 2011) and professional support (Day and

Leithwood, 2007; Hargreaves and Fullan, 2015; Hallinger et al., 2020). The limitation of the study is the cross-sectional nature in different contexts. Future research should expand the sample and consider longitudinal studies to examine how these perceptions evolve over the course of a teaching career.

CONCLUSIONS

In relation to the research questions

This study aimed to explore and compare principals' and teachers' perceptions of good leadership practices in schools in the South-West Metropolitan Region of Chile, using Kenneth Leithwood's model. Three research questions were posed: How do principals and teachers perceive good leadership practices in their schools, how is the variability in perceptions of good practices among teachers related to their years of experience in the classroom, and what are the most valued factors of organisational practices by schools?

The main findings reveal that principals have a more positive perception of management practices compared to teachers, who have more critical and varied views. In addition, it was observed that teaching experience significantly influences these perceptions, with educators with between 6 and 10 years of experience showing a more positive and consistent assessment of good educational practices. The greatest variability and critical perception was found in those with more than 20 years of experience. This study contributes to the existing literature by providing empirical evidence on the divergent perceptions of leadership between principals and teachers, highlighting the importance of considering teaching experience in the analysis of management practices. It also highlights the need to align the perceptions of both groups to improve educational practices and suggests a collaborative approach to professional development and decision-making to strengthen school leadership and management. Limitations of the study, such as the sample size and geographical focus, suggest the need for future research to broaden and deepen these findings in order to achieve a more comprehensive understanding of school leadership.

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