HELLENIC OPEN UNIVERSITY
SCHOOL OF SOCIAL SCIENCES

Master in Business Administration (MBA)

Academic Year 2015-2016

DISSERTATION
Participative leadership in secondary education organizations

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MAY, 2016

ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
ΣΧΟΛΗ ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ

ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ ΣΤΗ
ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ (MBA)
Ακαδημαϊκό Έτος 2015-2016

ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ

Η συμμετοχική ηγεσία σε οργανισμούς Δευτεροβάθμιας Εκπαίδευσης

ΦΟΙΤΗΤΗΣ: ΠΑΝΑΓΙΩΤΗΣ ΦΟΥΤΣΙΤΖΗΣ

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ΕΠΙΒΛΕΠΩΝ ΚΑΘΗΓΗΤΗΣ: ΑΘΑΝΑΣΙΟΣ ΜΙΧΙΩΤΗΣ

ΜΑΪΟΣ, 2016

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Περίληψη

Το σχολείο είναι ένας από τους πιο σημαντικούς οργανισμούς της ελληνικής κοινωνίας και η σπουδαιότητά του αντανακλάται στο γεγονός ότι η λειτουργία του και στα τρία εκπαιδευτικά επίπεδα αναλαμβάνεται από το Κράτος. Η παρούσα διπλωματική εργασία επικεντρώνεται στην ηγεσία και στη διοίκηση των εκπαιδευτικών οργανισμών που αποτελούν το μεγαλύτερο ποσοστό της δευτεροβάθμιας εκπαίδευσης, δηλαδή των Γυμνασίων και Λυκείων.

Η επιτυχημένη λειτουργία του σχολείου εξαρτάται σε μεγάλο βαθμό από τον ανθρώπινο παράγοντα ο οποίος εμπλέκεται στην διδακτική και διοικητική διαδικασία. Δίνεται έμφαση στο ρόλο το διευθυντή του δημόσιου σχολείου, ο οποίος δεν πρέπει μόνο να εκτελεί τα διοικητικά του καθήκοντα αλλά πρέπει να εμπνέει και να καθοδηγεί τους συναδέλφους του – εκπαιδευτικούς, να είναι δηλαδή ένας ηγέτης. Ο ρόλος αυτός απαιτεί σύγχρονες αντιλήψεις για την ηγεσία και επίγνωση ότι οι εκπαιδευτικοί είναι δημόσιοι υπάλληλοι, με υψηλά προσόντα, σταθερές αμοιβές, οι οποίες δεν εξαρτώνται από την παραγωγικότητα της εργασίας που προσφέρουν, και πολύ περιορισμένο ρόλο στη σχεδίαση της εκπαιδευτικής διαδικασίας λόγω του συγκεντρωτικού χαρακτήρα του ελληνικού εκπαιδευτικού συστήματος.

Η παρούσα διπλωματική εργασία διερευνά την εφαρμογή συμμετοχικών μορφών ηγεσίας από τους διευθυντές Γυμνασίων και Λυκείων κατά την άσκηση των διοικητικών τους καθηκόντων. Πιο, συγκεκριμένα εξετάζει εάν η εφαρμογή των συμμετοχικών μορφών ηγεσίας θεωρείται από το σύνολο του εκπαιδευτικού κόσμου ως το πιο αποτελεσματικό μοντέλο ηγεσίας το οποίο ανταποκρίνεται στις ανάγκες των εκπαιδευτικών αλλά και το οποίο αξιοποιεί στο μέγιστο δυνατό βαθμό τις δυνατότητες και τα προσόντα των καθηγητών κατά την άσκηση των διδακτικών και γραφειοκρατικών τους καθηκόντων.

Λέξεις-κλειδιά: Ηγεσία, Ηγέτης, Θεωρίες Ηγεσίας, Συμμετοχική Ηγεσία, Ηγετική Συμπεριφορά, Διοίκηση Ανθρώπινων Πόρων, Προϊστάμενος-Μάνατζερ, Διευθυντής, Καθηγητής.

Summary

The school is one of the most important social institutions and its importance is reflected on the fact that the State undertook the organization and management of the three levels of Greek Educational System. This dissertation focuses on the leadership and management of the main secondary educational institutions, (Junior and Senior) High Schools. The successful operation of the schools largely depends on the human resources involved in the teaching and administrative process. Thus, we research the role of the public school headmaster who should not only perform his duties but also inspire and guide his colleagues, that is, be a leader. This role requires modern concepts of leadership and awareness that teachers are civil servants with high qualifications, permanent standard salaries no matter what their productivity is, and very limited involvement in school's project planning due to the centralization of Greek Educational System. The challenge of this dissertation is to confirm the positive results associated with the implementation of participative leadership styles at Greek schools. It examines whether the implementation of participative leadership models is the most effective way both for meeting the needs of educators and for the utilization of the maximum of qualifications and skills of teachers in their teaching and bureaucratic duties.

Key words: Leadership, Leader, Leadership Theories, Participative Leadership, Leader Behavior, Human Resource Management, Manager, Headmaster, Teacher.

ACKNOWLEDGEMENTS

Chapter 1: Introduction

Public educational organizations have particular structure and they are distinguished from the rest profit or non-profit organizations. But this characteristic does not exempt schools from the obligation to operate effectively, to manage with rationality material or intangible resources, and to improve the quality of the offered services (Hatzipanagiotou P., 2003). In this framework the presence of the school Principal is justified, who, according to Andreou (1998), exercises administrative and supervisory tasks such as: he/she has direct supervision of the school, which he/she represents to all of its relationships, b) ensures the proper and normal operation of the school, c) holds the record and the official documents of the school d) is responsible for implementing the school law etc.

In the meeting concerning the *administration of the school* which took place in the faculty of philosophy in Aristotle University in Thessaloniki (Papanaoum & Hatzipanagiotou, 2003) it is argued that there are two important functions of the school administration: "participation" and "programming". Particularly the first function, which implies to participative model of administration, is being projected, nowadays, as the fundamental condition for the improvement of the school work. In this dissertation we will put emphasis to this dimension of the school administration, the positive results of which will be examined in the next chapters.

This dissertation pertains into Human Resources Research area, and is classified into sectoral study (Public Education). It will make use of primary research i.e. questionnaire and descriptive and inferential statistics as methodological tools will be used.

The acceptance among teachers of the participative decision making model has been examined by a survey which has been conducted and has given us very important and interesting results. The survey has implemented in the form of an anonymous questionnaire which has been delivered to teachers of gymnasiums and lyceums of Regional Unity of Kilkis. What this survey has proved is the big acceptance of participative administrative practices from the majority of the teachers of secondary education of Kilkis.

The results confirm the assertion that in schools there are the conditions which needed in order the participative leadership styles to flourish and to give their advantages concerning effectiveness, productivity and teachers satisfaction.

Before we end this introduction, it would be useful to make a synoptical presentation of the content of the chapters that constitute this dissertation.

The second chapter presents in general the form of the Educational System in Greece and analyses the structure and function of the secondary educational level with particular emphasis to Gymnasiums and Lyceums.

The third chapter deals with the role and responsibilities of a school Headmaster/Headmistress. The main question which this chapter answers is "what does the Greek legislation say about the person who leads and administrates our schools?". Also, a brief and selective literature review concerning the role of the school Principal is presented.

In the fourth chapter we provide a brief presentation of the main motivation and leadership style theories which possess dominant position in Greek and international relevant literature.

The fifth chapter examines in detail the conditions and the framework where a participative leadership style would flourish. Also the pros and cons of this style are exhibited.

In the sixth chapter we analyze the research method that we have implemented for the needs of the dissertation.

The seventh chapter presents the results of the research. Graphs, tables and statistical elements are provided which demonstrate the findings and the data being extracted from statistical procedures.

Finally, in the eighth chapter we make a discussion about the results and conclusions that stem from the research.

Chapter 2: The structure and function of a public secondary school

According to Kotsikis (1993), the sixteenth article of the Greek constitution refers to the education as a basic mission of the state, and determines the purpose of the education which is: the ethical, mental, professional and physical education of the Greek people as well as the development of national and religious consciousness and their formation as free and responsible citizens.

The Greek Educational System consists of three successive levels: Primary, Secondary and Tertiary education level.

Primary education is divided into Pre-school Education which is offered by kindergartens, and Compulsory Primary Education which is offered by Primary schools.

Secondary education is available in two cycles, Compulsory Lower Level Secondary Education and Upper Secondary Education which is offered by the General Lyceums as well as the Technical Vocational Educational Institutes.

Tertiary education is divided into University education available from Universities and non-university education, which is offered by Higher Technological Educational Institutes and Higher Education Institutes. Postgraduate courses are also available at Tertiary education level (http://www.ekep.gr, accessed 5/1/2016).

In 1997 an effort was made by UNESCO to internationally classify educational systems based on seven levels of education which were described in the International Standard Classification of Education - ISCED 1997. These levels of education are:

Isced level 0 - Pre-school education

Isced level 1 - Primary education

Isced level 2 - Lower secondary education

Isced level 3 - Higher secondary education

Isced level 4 - Post-secondary, non-university education

Isced level 5 - University education

Isced level 6 - Postgraduate studies

The diagram which follows shows the structure of the Greek educational system and its relationship with the system of initial and continuing vocational training, in an

effort to follow the International Standard Classification of Education - ISCED prepared by UNESCO.
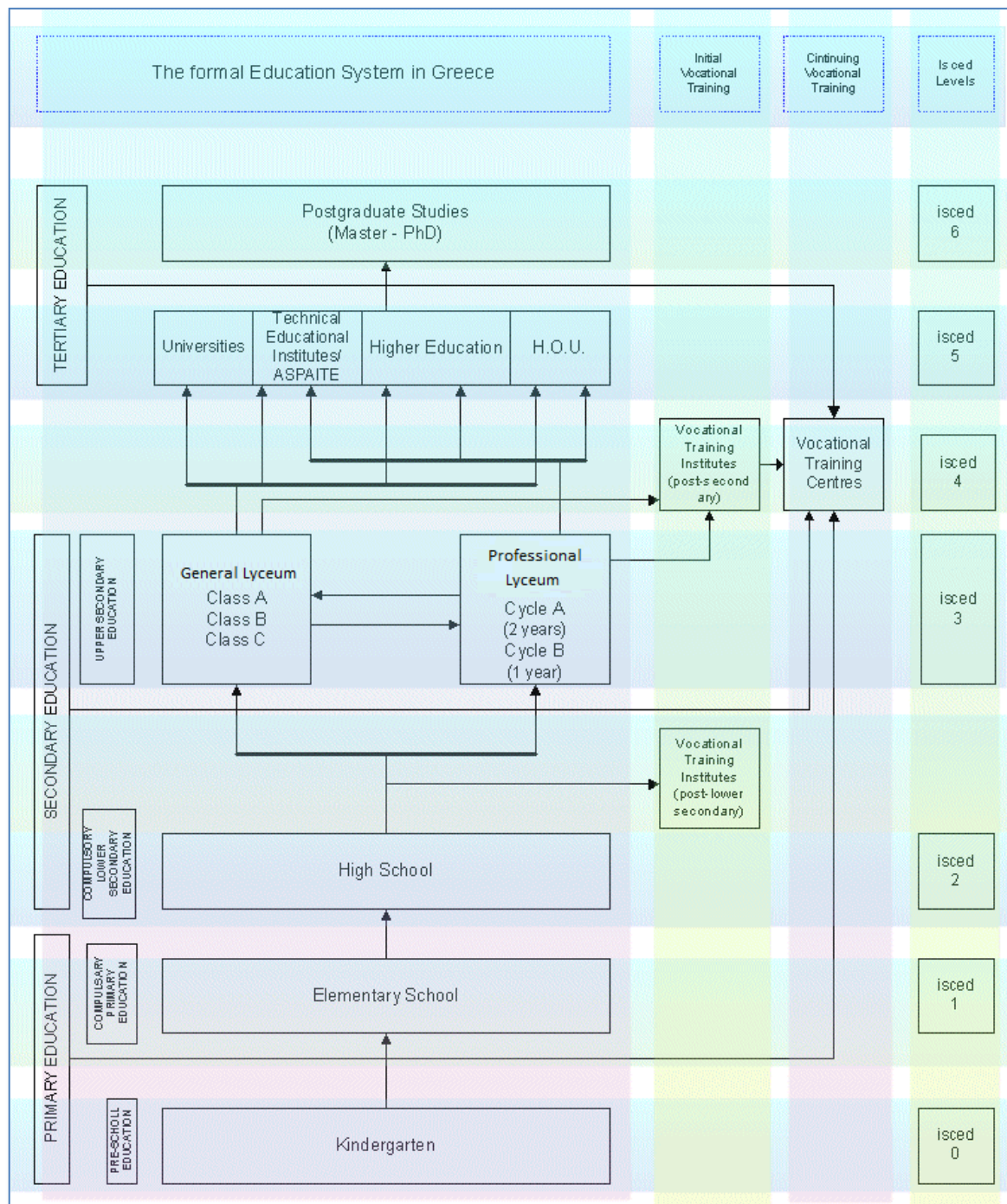
Figure 1 Greek Educational System

[Source**: National Resource Centre for Vocational Guidance** - Euroguidance Centre of Greece (EKEP- NRCVG)]

The above ISCED classification was initially developed by UNESCO in the mid-1970s, and was first revised in 1997 and further review of ISCED was

undertaken between 2009 and 2011 involving extensive global consultation with countries, regional experts and international organizations. The revision took into account important shifts in the structure of higher education, such as the Bologna process in Europe, expansion of education programmes for very young children, and increasing interest in statistics on the outcomes of education, such as educational attainment. The revised ISCED 2011 classification was adopted by the UNESCO General Conference at its 36th session in November 2011. Major changes between ISCED 2011 and ISCED-97 The ISCED 2011 classification is an important step forward in a long-term consultative process designed to improve the comparability of international statistics on education.

Some major changes between ISCED 2011 and ISCED-97 are the following:

• ISCED 2011 classification includes improved definitions of formal and non-formal education, educational activities and programmes.

• Compared to ISCED-97 which had seven levels of education, ISCED 2011 now has nine levels of education. In fact, higher education has been restructured taking into account changes in tertiary education, such as the Bologna structure, and now comprises four levels of education compared with two levels in ISCED-97.

• Each education level within ISCED has also been more clearly delineated, which may result in some changes of classification for programmes that previously sat on the border between ISCED levels (for example, between ISCED levels 3 and 4). About the new ISCED 2011 classification About the new ISCED 2011 classification 24 Education at a Glance 2015: OECD Indicators © OECD 2015

• The complementary dimensions within ISCED levels have also been revised. There are now only two categories of orientation: general and vocational. Programmes previously classified as pre-vocational (in ISCED-97) do not provide labour-market relevant qualifications and are now mainly classified as general education (OECD, 2015)

Table 1 Differences between 1997 and 2011 ISCED education levels

Comparison of levels of education between ISCED 2011 and ISCED-97			
ISCED 2011		**ISCED-97**	
01	Early childhood educational development		-
02	Pre-primary education	0	Pre-primary education
1	Primary education	1	Primary education or first stage of basic education
2	Lower secondary education	2	Lower secondary education or second stage of basic education
3	Upper secondary education	3	(Upper) secondary education
4	Post-secondary non-tertiary education	4	Post-secondary non-tertiary education
5	Short-cycle tertiary education	5	First stage of tertiary education (not leading directly to an advanced research qualification) (5A, 5B)
6	Bachelor's or equivalent level		
7	Master's or equivalent level		
8	Doctoral or equivalent level	6	Second stage of tertiary education (leading to an advanced research qualification)

(Source: http://www.oecd-ilibrary.org)

2.1. Secondary education

The holistic, harmonious and balanced development of the students in order to be evolved to complete personalities and to live creatively is the main purpose of the Secondary Education in Greece (Low 1566/85).

Secondary education consists of two parallel cycles: The Compulsory Secondary Education which is provided by Gymnasium and Post-compulsory Secondary Education which is provided by Lyceum (General and Professional)

Structure, duration and goals of Gymnasium - GEL (ISCED level 2)

The Gymnasium covers the three final years of compulsory education and constitutes the lower level of secondary education. The Gymnasium is for pupils aged 12 to 15 years.

Gymnasium helps pupils to widen the scope of their values, to supplement and combine the acquisition of knowledge with the corresponding social problems, to cultivate their powers of verbal expression, to achieve normal physical development, to familiarize themselves with the various forms of art, to develop aesthetic judgment, and to become aware of their abilities and skills, inclinations and interests.

The Gymnasiums are day schools, but some operate during the evenings. Evening Gymnasiums are open to working pupils over 14 years old. Besides, there are also Music Gymnasiums, Multicultural Education Gymnasiums and Gymnasium sport departments.

Remedial teaching is available for Gymnasium pupils with learning difficulties and for foreign students. They attend special courses in the problem subjects. In parallel, there are Special Gymnasiums and induction classes for children with special

education needs. Finally, since 1996 is adopted Multicultural Education designed to meet the educational needs of social groups with a particular social, cultural or religious identity.

Assessment is based on day to day oral tests and the general involvement of the pupil in the learning process, on short written tests, on written tests given without warning during the school year and, finally, on written examinations at the end of the school year.

At the end of the school year pupils who fail certain subjects must take a repeat examination in September. Those who fail again must repeat a year, while pupils in their final year have the right to re-sit the regular examinations.

Pupils leaving the Gymnasiums are given a leaving certificate which entitles them to move on to higher-level secondary education. Besides, Gymnasium leavers of over 18 years of age may enroll at Vocational Training Institute (IEK) departments in certain specializations, where they study for two semesters and obtain Vocational Training Certificate Level 1.

Structure, duration and goals of General Lyceum - GEL (ISCED level 3)

The General Lyceum was set up (firstly as Unified Lyceum) under the educational reform of 1997 by Act 2525 and replaces the old-style Lyceum. Its goal is to develop the pupils' all-round skills and abilities and to prepare them for a responsible role in modern society. The system's main characteristics are the emphasis on general education and the wide opportunities it offers for horizontal and vertical transfer to other equivalent or higher levels of the education system.

The General Lyceum consists of three classes and study lasts three years. Holders of a Gymnasium leaving certificate are admitted to the first class of the General Lyceum without examinations.

Educational curricula: Class 1(alfa) of the General Lyceum includes general knowledge subjects, which constitute a common core for all pupils. During Class 2 (beta) the pupils must choose lessons from one of the following fields (orientations): Humanities or Science orientation. However, they are free to switch from one orientation to another after mid-October each year. In Class 3 (gama) there are orientation lessons – Humanities, Science, Economics and Information- lasting 15 hours a week. In parallel, pupils in Classes 2 and 3 attend general knowledge lessons lasting 30 and 15 teaching hours a week respectively. Elective subjects are provided to 1 and 2 Classes of the General Lyceum lasting 2 teaching hours.

Examination

At the end of Class 3 the pupils take examinations both at school and national level with a view to obtaining the General Lyceum Leaving Certificate or to achieve access to tertiary education, respectively.

In summary, holders of the General Lyceum Leaving Certificate have the following opportunities:

a) They may seek employment in the public or private sector,

b) They may seek admission to the Universities or the Technological Educational Institutes (TEIs), by sitting the annual national examinations, or

c) They may attend public or private Vocational Training Institutes (IEKs) to obtain a Training Certificate equivalent to a post-secondary vocational training qualification.

Besides day schools there is also evening General Lyceum offering four-year courses for young workers. There are also General Musical Lyceums, General Ecclesiastical Lyceums, General Lyceums with a sports department and General Lyceums for multicultural education, as well as Special General Lyceums and integration classes for pupils with special education needs.

Structure, duration and goals of Professional Lyceum -EPAL (ISCED level 3)

The Professional Lyceums (EPALs) are attached to the Ministry of Education, Research and Religious Affairs, although some are supervised by other Ministries and some by the Greek Manpower Employment Organization (OAED). Pursuant to Act 2640/1998, their objective is to provide both general education and specialist technical and vocational skills to prepare pupils for the labour market.

Besides day schools, there are also evening EPALs for workers aged up to 50 who wish to improve their job prospects. The applicants are accepted without examination but must possess either a Gymnasium leaving certificate or an equivalent certificate issued abroad.

Studies at the EPALs last up to three years and consist of two independent cycles covering specific fields and specializations. Cycle 1 lasts two years and Cycle 2 lasts one year, while in the evening EPALs an extra year is added to Cycle 1 and six months to Cycle 2. The curriculum includes basic lessons in general education and technological lessons (theoretical and laboratory) in specific fields and specializations (http://www.ekep.gr/english/education/deuterobathmia.asp).

Chapter 3: The role of the public school headmaster

Dominant element in the success of the objectives of the school unit as an organization is the role of the Headmaster/Headmistress who is the leader of the school and at the same time he/she is a public servant appointed by public education authorities. Principal as a leader acts in accordance with the expectations of the team, i.e. teachers and students, but as a public servant tries to behave according to the expectations of superiors of the educational pyramid (Saiti & Saitis, 2011).

There are motivation theories that search the mechanisms which motivate people in order things to be done right making usage all of the people qualifications and skills. In this concept, the Principal has to

- know teachers' feelings or thoughts when do or do not do school activity,
- give emphasis to praise and encouragement and to show understanding to teachers problems,
- inform his colleagues/teachers what they have done, for what reason something must be done etc., as members of a team want to know these things,
- be a prototype for his subordinates,
- reject techniques that are based only to orders,
- to create conditions of trust and confidence (Saiti & Saitis, 2011)

3.1. The role of Principal according to Greek legislation

According to the Article 27 of the educational law 1340/2002, referring to "DUTIES AND RESPONSIBILITIES OF HEADMASTERS", the Headmaster (or Headmistress) is located on the top of the school community and he/she is the administrative, scientific and pedagogical responsible in this area.

In particular, the Headmaster/Headmistress:
➢ Directs the school community to set high goals and ensures the conditions for achieving them in order a democratic school to be created which is open to the society.
➢ Directs and assists teachers in their work, especially the youngest, takes educational and pedagogical initiatives and must be a prototype.
➢ Ensures that school becomes main training module for teachers on administrative, pedagogical and scientific issues.

- Shall head teachers and coordinates their work. He/she collaborates with them on an equal footing and in a spirit of solidarity. He/she maintains and enhances the consistency of the teaching personnel, softens contrasts, encourages initiatives by teachers, inspiring and providing positive incentives to them.

- Checks the progress and directs teachers to respond promptly their commitments. Finally, evaluate teachers as the law stipulates.

The article 28 of the same law states that Headmaster:

- Represents the school in all its relations with third parties.

- Is at school during all working hours and is responsible for the smooth operation of the school and the coordinating school life.

- Implements laws, presidential decrees, regulatory decisions, circulars and departmental mandates of Executive Managers, is responsible for compliance with them and implements the decisions of the Association of Teachers.

- Promotes, in cooperation with the Association of Teachers, the Director of Education or Head Office and School Advisors, the function of supplementary support teaching, remedial teaching, reception classes, tutorial classes, extended time segments, day schools and other educational innovations, and he is responsible for the organization and their operation.

- Forms with his act the committees for the examination, for the collection of documents and issuing of results and many others provided for the operation of the school.

- Compiles the evaluative reports on the teaching and administrative staff, as provided by law.

- Informs teachers, parents and pupils on educational policy objectives and school work.

- Updates and keeps the files of official changes in school education and, on transfer, transmits them to their new schools.

- Is managing salary statements of school staff and is assisted in this work by a teacher being assigned by the teachers' association.

- Is responsible for collecting and sending of clearing elements of staff remuneration of the school unit to the Office or the Administration of Secondary Education (amended by no. 841/72 / IB MD - GG 1180/2010).

- Has the pedagogical responsibility for creating a positive climate in the school and to develop harmonious relations among members of the school community.
- Informs new staff about the rights and obligations and provide copies of key laws, decisions and circulars related to education.
- Appoints a legal deputy, in case, more than one Deputy Principals are serving at school and allocate responsibilities and tasks to them.
- Is responsible, in cooperation with the Deputy Principal, the school secretary and the responsible teacher for the maintenance of school correspondence and all kinds of books and documents provided by the applicable provisions.
- Ensures the implementation of every measure which contributes to the better operation of the school.
- Grants any leave to teaching and administrative staff of the school unit according to Articles 48, 50 (special) 53 par. 6-7 (school performance monitoring), 54 (sick) and 60 (examinations) of Law 3528 / 2007 (26), as applicable, promptly informing the relevant Director of Education. (Added by yp.ar.F.353.1 / 26/153324 / D1 / 09.25.2014

3.2. School Principal: manager or leader

The management problems are universal and many authors, academics, researchers of practitioners have elaborate many pages advising how to manage people (Cohen, 1993). When speaking about managing people the discussion goes to the person who manages people, the manager. Managers exercise wider set of functions than leaders and the difference between manager and leader is that managers use authority, are concerned about things if they are done in the right way and efficiently. On the other hand leaders emphasize change and improvement, they see to visualize the right thing to do and this is tried by questioning practices and possibilities (Cook at al., 1997)

Having in mind that the Principal is mainly a leader than a manager, in the next chapter we will present the dominant leadership theories that explain in a great degree the way each leader behaves towards followers.

Chapter 4: Leadership theories

"The spirit of an organization is created from the top. If an organization is great in spirit, it is because the spirit of its top people is great" (Drucker, 2004). On the top of the organization stands the leader, who exercises leadership. Leaders produce results because they plan to do the things that cause results; leaders have vision, a lack of clear vision is the main reason of organization's failure (Allman, 2004). Leadership plays an important role in the creation, survival and growth of organizations (Conger & Kanungo, 1998). Effective leadership raises the productivity of employees towards their maximum capability (Mihiotis, 2005:89). Leadership is often considered as a normative understanding; this means that Leadership is considered to provide advice for effective leadership, having as a result in subordinates' or followers' high performance and satisfaction (Winkler, 2010). To the question "What is leadership?" many definitions have been given, but all converge that leadership is based on three words: people, influence and goals. According to Daft (2010) leadership is the ability to influence people toward the attainment of goals. This concept contains the idea that leaders are involved with other people in the achievement of goals. Leadership occurs among people so it is a "people" activity, which differs from administrative paper shuffling or problem-solving activities (Daft, 2010). According to Mihiotis (2005), leadership can be seen as the relationship between the leader and the follower for achieving pre-set goals.

Management & Leadership

A critical part of leadership is management; if management does not exist then leadership lacks structure. Management contributes to an efficient and profitable organization, and manager ensures stability, control and status quo, whereas leadership guarantees change and improvement (Allman, 2004). According to Daft (2010), Leadership leads to questioning the existing situation so that outdated and unproductive procedures can be replaced to meet new challenges. The following picture summarizes the main differences between manager and leader

MANAGER QUALITIES   LEADER QUALITIES

MIND   SOUL
Rational   Visionary
Consulting   Passionate
Persistent   Creative
Problem solving   Flexible
Tough-minded   Inspiring
Analytical   Innovative
Structured   Courageous
Deliberate   Imaginative
Authoritative   Experimental
Stabilizing   Initiates change
Position power   Personal power
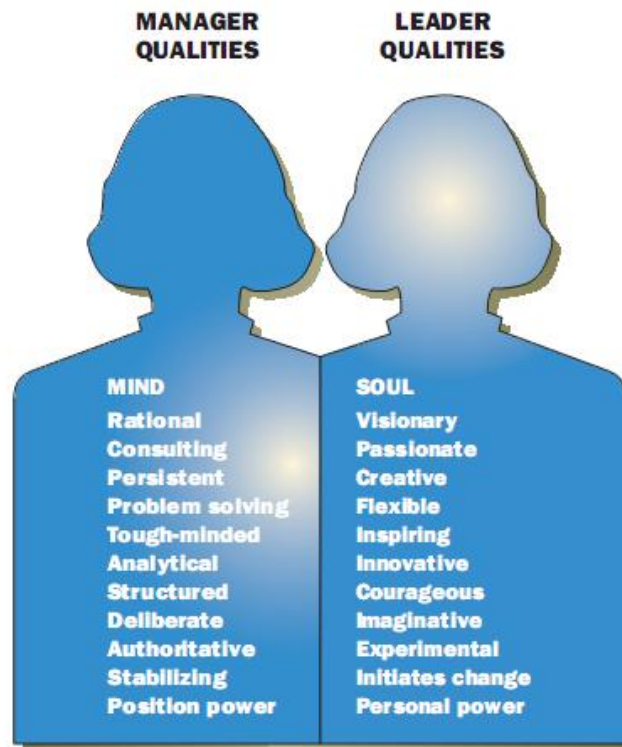
SOURCE: Based on Genevieve Capowski, "Anatomy of a Leader: Where Are the Leaders of Tomorrow?" *Management Review* (March 1994): 12.

Figure 2 Manager vs. Leader (Daft, 2010)

As any organization wants to combine stability and vision we can reach the conclusion that Leadership cannot replace management; it operates in addition to management (Daft, 2010).

Several leadership theories or models or approaches have been emerged that help us understand the way leaders act in various situations (Mihiotis, 2005). We refer briefly some of them in order to give a sense of the great effort made by many scholars to give an explanation how leadership works.

4.1. Main Leadership Theories

4.1.1. The Four-Framework Approach (Bolman and Deal)

According to this theory, leadership may fall into four types of frameworks: a) *Structural framework*, where leaders focus on structure, strategy, environment, implementation, experimentation and adaptation, b) *Human resource framework*, leaders believe in people and communicate that belief, c) *Political framework*, leaders clarify what they want and what they can get and they assess the distribution of power and interests, and d) *Symbolic framework,* leaders view organizations as a stage or theatre to play certain roles and give impressions (Mihiotis, 2005).

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The leadership style in each framework can either be effective of ineffective, depending upon the chosen behaviour under the existing situations (Mihiotis, 2005).

4.1.2. *The Managerial Grid* (R. Blake and J. Mouton)

This theory focuses in two basic leadership concerns: concern for production and concern for people (Mihiotis, 2005). Blake and Mouton treated the two leadership concerns as two dimensions, each having a 9-scale gradation forming a 9x9 matrix or a (managerial) grid. Five leadership styles identified on the managerial grid: *Impoverished* management, *Country club* management, *Organization* management, *Authority obedience* and *Team* management (Mihiotis, 2005).
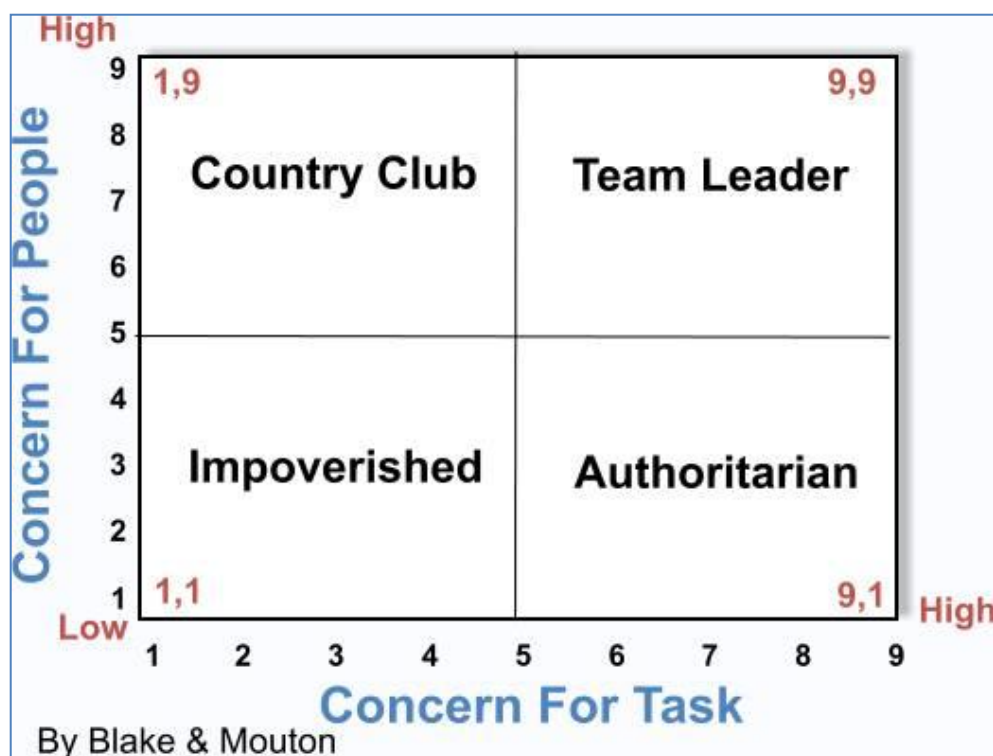
Figure 3 Blake & Mouton Managerial Grid
(Source: http://www.makeadentleadership.com)

4.1.3. The Seven Leadership Patterns Theory (Tannenbaum and Schmidt)

Tannenbaum & Schmidt theory is searching the relationship between the level of freedom a manager chooses to give to a team and the level of authority used by the manager. Seven leadership patterns have been defined (Mihiotis, 2005) that operated in a continuum from boss centered leadership (use of authority by the manager) to subordinate centered leadership (freedom for subordinates). These patterns are as follow (Mihiotis, 2005),

Pattern 1: The manager makes the decision and announces it to the group.

Pattern 2: The manager makes the decision, then convinces the group that the decision is right.

Pattern 3: The manager presents ideas and invites questions.

Pattern 4: The manager presents tentative decision to the group.

Pattern 5: The manager presents problems, gets the group's suggestions, then the manager makes the decision.

Pattern 6: The manager defines limits and asks the group to make the decisions.

Pattern 7: The manager permits subordinates to function within limits defined by the superior.

In selecting a leadership pattern a manager takes under consideration: which pattern he himself prefers, what kind of participation his subordinates prefer to exercise, and the situation (Mihiotis, 2005).

4.1.4. Contingency Theory of Leadership (F. Fiedler)

According to Contingency theory effective leadership is a result of interaction between leadership style and situational favorableness (or environmental variable). Situations create different leadership style requirements, so leaders must match their style, whether task or relationship oriented, with the demands of the situation (Mihiotis, 2005).

For classifying leadership styles, Fiedler developed an index, which he named the Least Preferred Coworker scale (LPC scale). An LPC scale asks the leader to think which, among all persons that he has ever cooperated with, was the one he had ever worked the least well with. The leader is asked to describe this person with the use of a provided series of bipolar scales with a graduation of 1 to 8, bearing characteristics from task orientation to human relations orientation respectively. A high LPC score for a coworker means that the leader gets satisfaction from interpersonal relationships with this person and as a consequence he seeks to create good interpersonal relationship, while the leader who rates his least preferred coworker with a low LPC score get satisfaction from successful task performance, so he seeks to be successful in the accomplishment of his tasks (Mihiotis, 2005).

Fiedler suggested also that there are three important situational dimensions that influence a leader's effectiveness (Mihiotis, 2005). Their characteristics are,

Leader-member relations: It describes the degree to which employees accept the leader.

Task structure: It determines the degree to which the subordinates' jobs are described in detail as to be structured or unstructured, routine or non-routine.

Position power: It *d*etermines the power inherent in the leadership position, in other words the amount of formal authority the leader possesses (Mihiotis, 2005).

Fiedler suggests that there are only leaders who perform better in some situations, but not all situations. Almost anyone can be a leader by carefully selecting those situations that match his or her leadership style (Mihiotis, 2005).

Fiedler's work is not without problems or critics, i.e. there are situational variables, like training and experience, which have an impact on a leader's effectiveness. There are also some uncertainties about Fiedler's measurement of different variables (Mihiotis, 2005).

However, despite criticisms, Fiedler's theory became an important discovery in the study of leadership. His theory made a major contribution to knowledge in the leadership area (Mihiotis, 2005).

4.1.5. Path-Goal Theory of Leadership (R. House)

The Path-Goal theory is a contingency theory that connects motivation with the performance. The theory states that a leader may display four different types of leadership styles (Mihiotis, 2005):

Directive Leadership: The leader gives specific guidance to his subordinates for their performance.

Supportive Leadership: the leader is friendly and shows concern to his subordinates.

Participative Leadership: The leader consults his subordinates and gives consideration to their suggestions.

Achievement-oriented Leadership: The leader set high-level goals and expects his subordinates to have high-level performance.

Taking into consideration situational factors (Mihiotis, 2005), the path-goal theory examines two categories of factors which are (a) the personality of the subordinate (locus of control and self-perceived ability), and (b) the characteristics of the environment (task structure, authority system and team environment or social support).

4.1.6. The Vertical-dyad Linkage or the Leader- Member exchange Model

According to this theory, the leader may have a certain leadership style when dealing with one subordinate and a different leadership style when dealing with another (Mihiotis, 2005). His leadership style changes when dealing with different subordinates. There are in-group members, i.e. subordinates who are close to the leader, and all other subordinates are the out-group members. Leaders behave differently toward subordinates depending on whether they are in-group or out-group members (Mihiotis, 2005).

4.1.7. Charismatic Leadership Theory

Charismatic leadership is based on a style that inspires loyalty, enthusiasm and high performance. Charismatic leadership theories belong to most recent theories of leadership (Mihiotis, 2005).

As far as charismatic leadership, social scientists and scholars begun to indicate a great interest in studying this phenomenon in organizations initially in a theoretical framework but recently it is particularly surprising the number of empirical studies that have appeared (Conger & Kanungo, 1998). The more remarkable is the relative uniformity of findings even though a few differences in theoretical level. The findings show that leaders who adopted behaviors that are theorized as charismatic produce charismatic results that the relevant theory predicts (Conger & Kanungo, 1998).

Traits of charismatic leaders could be: Self-confidence, Vision, Ability to articulate vision, Strong communication, Behaviour out of the ordinary, Appearance as a change agent, Environmental sensitivity (Mihiotis, 2005).

4.1.8. Servant Leadership Theory (R. Greanleaf)

The idea of the servant as leader came partly out of Greenleaf's half-century of experience in working to shape large institutions and partly when he read Hermann Hesse's short novel Journey to the East - an account of a mythical journey by a group of people on a spiritual quest (Spears & Lawrence, 2002).

Servant Leadership is a practical philosophy, which supports people who choose to serve first and then lead as a way of expanding service to individuals and institutions. Servant-leaders may or may not hold formal leadership positions. Being a leader has to do with the relationship between the leader and the follower. Servant leadership encourages collaboration, trust, foresight, listening and the ethical use of power and empowerment (Mihiotis, 2005).

4.1.9. Transformational Leadership Theory

It is creative leadership rather than reactive, it is about learning how to shape the future or creating new realities (Mihiotis, 2005).

The main characteristics of transformational leadership are: Idealized influence, Inspirational motivation, Intellectual stimulation, Individualized consideration (Mihiotis, 2005).

Some of the key points of transformational leadership are (Mihiotis, 2005):

- build and maintain self-knowledge,

- appreciate the nature of leadership itself,

- focus on concepts that express interconnectedness rather than ones that separate,

- focus on world-mindedness rather than interdependence,

- pay attention to values, asking "why?" and "what for?"

- be capable of analyzing "social architecture" and creating a team for making something different happen,

- build sufficient awareness of the context, the external environment.

Chapter 5: Implementing Participative leadership models

Almost all leadership theories have an aspect of, or speak about participative leadership with the concept of employees' or subordinates' involvement in decision making processes.

Participative leadership is a dimension of participative management or employee involvement or participative decision making, and it is based on the stakeholders' involvement at nearly all stages of an organization decisions processes or functions (http://www.referenceforbusiness.com, 7/3/2016).

5.1. Brief literature review

Recent researches concerning school improvement have highlighted the role of the Principal as the crucial and central factor in promoting and supplementing continuous change (Pasiardis, 2012). The role of the school Principal has to be reexamined as effective school leadership is the main means for the improvement of the strategic design in relation with the learning effectiveness within school environment. The challenges which the contemporary schools face as a result of changing political situation and the competitive market needs have made bigger the need for the implementation of the more effective leadership style (Pasiardis, 2012).

According to Christine Porath in hers digital article "The Leadership Behavior That's Most Important to Employees" (May 11 2015) in Harvard Business Review, in a study of 20,000 employees around the world, she found that "being treated with respect was more important to employees than recognition and appreciation, communicating an inspiring vision, providing useful feedback — or even opportunities for learning, growth, and development" (https://hbr.org/2015/05/the-leadership-behavior-thats-most-important-to-employees).

Murray and Bruce (2011) assert that modern organizations are being pressured to involve employees more substantively than in the past adding that changing the level of employees' involvement can be a challenging task. Leaders with the participative style tend to delegate work quite frequently. They do this to assist individual stakeholders to work in collaboration with each other and to experience a variety of tasks and how to handle thinks for the first time (Murray & Bruce, 2011).

For Murray and Bruce (2011) some reasons for people involvement would be:
- The increasing complexity of organizations, and systems.

- The increasing complexity of work. This complexity has as result to prevent an individual leader from knowing or even understanding all things concerning technology, information, legislation, internationalization, etc., the modern leader needs to marshal advice and resources, involving many source people.

- The rise of the knowledge worker. Traditionally, leaders did the thinking; followers did the work unthinkingly, to drive out variance. Today, workers are expected to think thoroughly about their work and how it fits into the big picture.

- The need for innovation to succeed. Creativity and innovation are more likely suppressed in authoritarian leadership styles and more likely to thrive in high-involvement work cultures.

- Workers want more say in their work. Today's highly educated workforce is less likely to "do as they're told".

According to Ricketts C. & Ricketts J. (2011), participative Leadership does not necessarily assume that leaders do not make any decisions. On the contrary, it is leading by gathering and considering input from group members. Leaders should understand and communicate what the goals and objectives of the group or organization are so that they can draw upon the knowledge of the members of the group, organization, or workplace.

Given this backdrop, leaders feel pressured to dramatically increase employee involvement and the question is, "What kind of involvement, and by whom, will enhance the work situation?" (Murray and Bruce, 2011)

This tool outlines a range of levels of employee involvement and provides a checklist for choosing and implementing the appropriate level (Ricketts C. & Ricketts J., 2011).

Effective leaders who use participative leadership in planning, effecting change, or solving problems will meet with the affected group or organization members and inform them of the problems, needs, goals, and objectives. Next, the participative leader will ask for the group's ideas about implementing changes (Ricketts C. & Ricketts J., 2011).

5.2. Advantages & Disadvantages of participative leadership

Advantages: According to the above scholars (Ricketts C. & Ricketts J., 2011) the participative approach can be extremely effective when:

- Group and organization members like to feel that their ideas are important and tend to feel considerably more committed to changes and decision making in which they have participated.

- Group and organization members develop greater feelings of self-esteem, belief in one's abilities and respect for oneself, when they perceive that they have been trusted to make competent decisions.

- Often the combined knowledge and experience of the members of a group or organization exceed those of the leader.

- Problems that members work on collectively often generate new ideas, created as a result of the interpersonal exchanges and discussions of various options.

- Participation allows members of a group or organization to learn more about implementing new programs of procedures after decisions are made.

Bush T. (2003) in his book, *Theories of Educational Leadership and Management*, apart from his own theory, he summarizes the views of Leithwood, Jantzi and Steinbach, as well as, Sergiovanni and Copland concerning Participative leadership model. What the above researchers say about this model is that:

- It is a normative model that is based on participation, which is justified by democratic principles and contributes in increasing effectiveness.

- It presumes that the processes of decision-making of the group have to be the centric focus of the group.

- It will succeed in tying teaching personnel and in comforting the pressures on headmasters.

- It makes people to be more willing to implement decisions in which they have participated.

Disadvantages: The participative leadership approach makes certain assumptions that, when false, can result in complications for the group or organization. Consider the following disadvantages of the participative approach (Ricketts C. & Ricketts J., 2011):

- The approach assumes a considerable commonality of interest between the leaders and their group or organization members; this might not be the actual situation.
- Some individual members may be uninterested, resulting in apathy.
- Group or organization members might perceive the participative approach as an attempt to manipulate them.
- The participative approach assumes that group or organization members have the necessary knowledge and skill to implement and participate in the decision-making process.
- Some leaders feel uncomfortable using a participative style because of their personality type.
- Some leaders hesitate to use participative leadership for fear that they will lose control over their group or organization members.

As can be seen from this list, participative leadership is not the answer in every instance; it is more appropriate in some situations than others (Ricketts C. & Ricketts J., 2011).

But concerning the administration of a school as Saitis (2008) stresses, the Principals in exercising their administrative work in school have to communicate, collaborate and set objectives having in mind that these activities are not implemented in a vacuum but they require the involvement and interaction with other individuals, teams and systems. So, school executives have to be inspired and implement the new perception of participative administration.

Chapter 6: Survey – Methodology

In this chapter we are going to present the survey methodology we have implemented in order the participative leadership style and its degree of acceptance among educational staff to be examined.

But first, we will present some elements concerning the population and the sample characteristics.

A questionnaire has been constructed and delivered to the teachers of twenty (20) schools, gymnasiums and lyceums, from the Regional Unity of Kilkis. Of the 20 schools, questionnaires returned from the 18 schools, that is 90% of the delivered, or 54,54% of the total schools (33) of the secondary education of Kilkis.

The population of the research consists of 541 teachers. The questionnaires that had been delivered were 300 that is the 55,45% of the population. From the delivered questionnaires returned 210, that is the 70% of the total questionnaires delivered.

From the 210 questionnaires, 199 teachers answered the question concerning gender, that is 94,8% of the total. From those who answered, 83 teachers are men and 116 are women, or 41,7% and 58,3% respectively. **It is extremely impressive that the sample is so close (0,5% deviation) to the actual population percentages,** see the following table:

	Men	**Women**	Total
Population* (Teachers of Secondary Education of Kilkis)	223	318	541
Population (the above numbers in percentages)	**41,2%**	**58,8%**	**100%**
Sample	83	116	199
Sample (the above numbers in percentages)	**41,7 %**	**58,3 %**	**100 %**

*The elements come from the Personnel Department of the Administration of Secondary Education of Regional Unity of Kilkis

Table 2 Gender Distribution between Population and Sample

From the above uniformity between population and sample percentages, as far as the teachers' gender, we may consider with assurance that the sample is well representative of the population, so the results of the analysis could give us an accurate view of the population characteristics.

Limitation of the survey could constitute the following: Approval of the Ministry of Education for the delivered questionnaire had not asked because of the limited time we had at our disposal. In order to counteract this limitation and to give significant

degree of formality in the total procedure, we did not deliver the questionnaires directly to teachers of every school but the delivery had made via the Principal of each school. So each Principal delivered and collected the questionnaires after the answering from the teachers.

Now we can proceed to the questionnaire's characteristics.

6.1. Questionnaire's structure

The questionnaire consists of three subunits: A. Personal Data, B. Part One and C. Part Two (see Appendix A). The subunit A, Personal Data, consists of eight questions that record the respondent's profile. The subunit B, Part One, consists of eighteen questions or statements which ask teachers to state how a school Principal should act in specific situations. The subunit C, Part B, consists of twenty questions or statements which ask teachers to state what Principal's behavior satisfies them (teachers) and to what extent this satisfaction is.

In this point, we have to analyze the way the subunits B and C were constructed. There were two choices for the construction of the above subunits. The first choice was Part B and C to be constructed by our own new statements or sentences, the second choice was to take a ready questionnaire and to implement identically or slightly modified in order to meet our survey's needs. We have chosen the second choice because in this way the validity of the questionnaire is tested and in a great degree ensured. So, the sentences of B and C subunits is taken, some sentences identically and some slightly modified, from the "IDEAL LEADER BEHAVIOR-FORM XII" (What you expect of Your Leader) questionnaire "Originated by staff members of The Ohio State Leadership Studies and revised by Studies in Leadership and Organization".

6.2. Reliability Test

A Cronbach's alpha reliability test was conducted for the 18 sentences of Subunit B which has given a=0,735 as shown below:

Reliability Statistics	
Cronbach's Alpha	N of Items
,735	18

Table 3 Cronbach's alpha for Part B

Sentence	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	66,26	41,687	,355	,720
2	67,54	46,418	,074	,746*
3	66,73	42,820	,347	,721
4	65,23	44,367	,360	,721
5	65,33	43,171	,444	,714
6	65,11	45,170	,380	,722
7	65,92	44,231	,233	,732
8	65,20	45,994	,273	,728
9	66,70	43,083	,277	,728
10	65,24	44,102	,397	,719
11	65,32	43,593	,371	,719
12	65,89	44,285	,340	,722
13	66,09	42,006	,380	,717
14	65,58	43,720	,355	,720
15	66,36	41,994	,327	,724
16	65,00	45,540	,359	,724
17	66,94	43,581	,268	,729
18	66,79	43,016	,324	,723

*inversed

Table 4 Reliability test for Part B

If we delete the second sentence: "The Principal should allow the teachers to act freely and to perform their task with the way they want", from the questionnaire we will take an Alpha= 0,746 but then the Blake & Mouton managerial greed will not be possible to be constructed so we decided not to remove this particular item knowing that our conclusions do not be affected at all.

As far as the Part C, we are interested for the sentences which belong to participative or democratic leadership style i.e. 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, and we would check to know if these sentences will be preferred by teachers, to which degree and to what order classifying them by the mean. The rest 10 sentences belonging to Authoritarian and Laissez Faire leadership style function for checking the validity of the answers. For the 10 democratic style sentences a Cronbach's alpha reliability test was conducted of which the results are shown below,

Cronbach's Alpha	N of Items
α=0,820	10

Table 5 Cronbach's Alpha for Part C (10 items)

A Cronbach's alpha 0,820, as show above, is a score that expresses a satisfactory degree of reliability of the above 10 sentences.

Sentence	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2	38,22	20,662	,448	,809
3	38,26	19,483	,423	,817
4	38,40	19,212	,508	,804
5	38,31	20,536	,483	,806
7	37,96	19,698	,644	,790
8	37,84	20,055	,632	,793
9	38,16	19,938	,562	,798
10	38,14	20,864	,481	,806
11	37,96	20,083	,592	,796
14	38,46	20,519	,374	,819

Table 6 Reliability test for Part C (10 items)

The above table shows that there is no sentence which if it will be removed it will increase the Cronbach's alpha.

Three hundred questionnaires were delivered to eighteen (18) Gymnasiums and Lyceums of Kilkis (see Appendix C) and two hundreds and ten have been returned from. All questionnaires were delivered to the Principal of each school and when they were answered they were returned hand by hand. Some of the returned questionnaires have missing answers but we exploited them taking from these what useful elements they were containing.

All the answers of the questionnaires have introduced to IBM SPSS 22 statistical software. Graphs were constructed for the Personal Data (Part One), as well as t-test and ANOVA for the Part Two and Three in combination with the Personal Data, mainly gender, age and educational experience.

Chapter 7: Results

7.1. Questionnaire: Personal Data

Gender: Male □, Female □.

One hundred ninety-nine (199) teachers answered to this issue, that is 94,8% of the total. From those who answered, 83 teachers are men and 116 are women, or 41,7% and 58,3% respectively.

It is obvious the numeric predominance of women, the following table and figure summarize the answers concerning the "Gender":

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Male**	83	39,5	41,7	41,7
	Female	116	55,2	58,3	100,0
	Total	199	94,8	100,0	
Missing	**System**	11	5,2		
Total		210	100,0		

Table 7Respondents' Gender
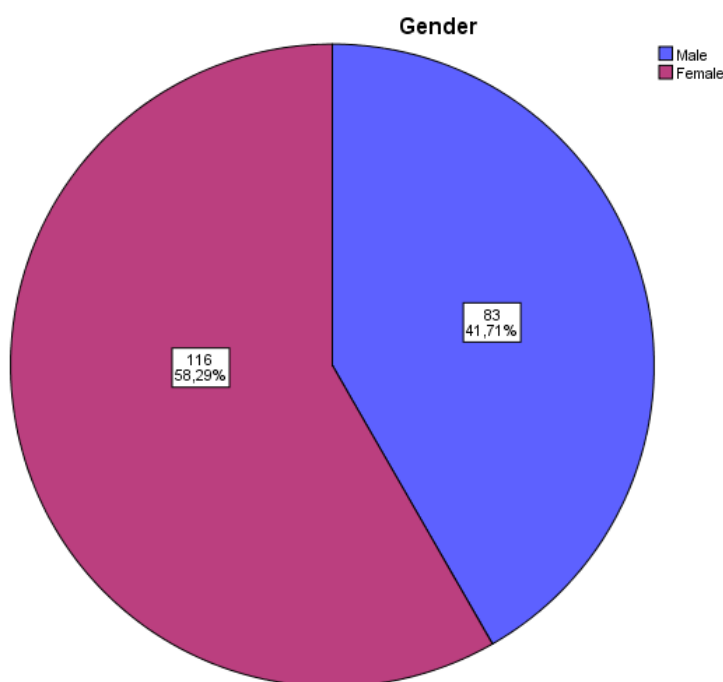
Figure 4 Respondents' Gender

Age: Up to 35 □, 36-45 □, 46-55 □, above 55 □.

The ages that predominant among teachers are between 36 to 45 years old with 82 teachers within this range, or 41,4%, whereas ages between 46-55 follow with 78 teachers, or 39,4%. In general, about the 80% of the teachers from Kilkis who

answered this questionnaire are located between 36 and 55 years old. The following table and figure can give us a synoptic view of the answers,

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 35	18	8,6	9,1	9,1
	36-45	82	39,0	41,4	50,5
	46-55	78	37,1	39,4	89,9
	Above 55	20	9,5	10,1	100,0
	Total	198	94,3	100,0	
Missing	System	12	5,7		
Total		210	100,0		

Table 8 Respondents' age
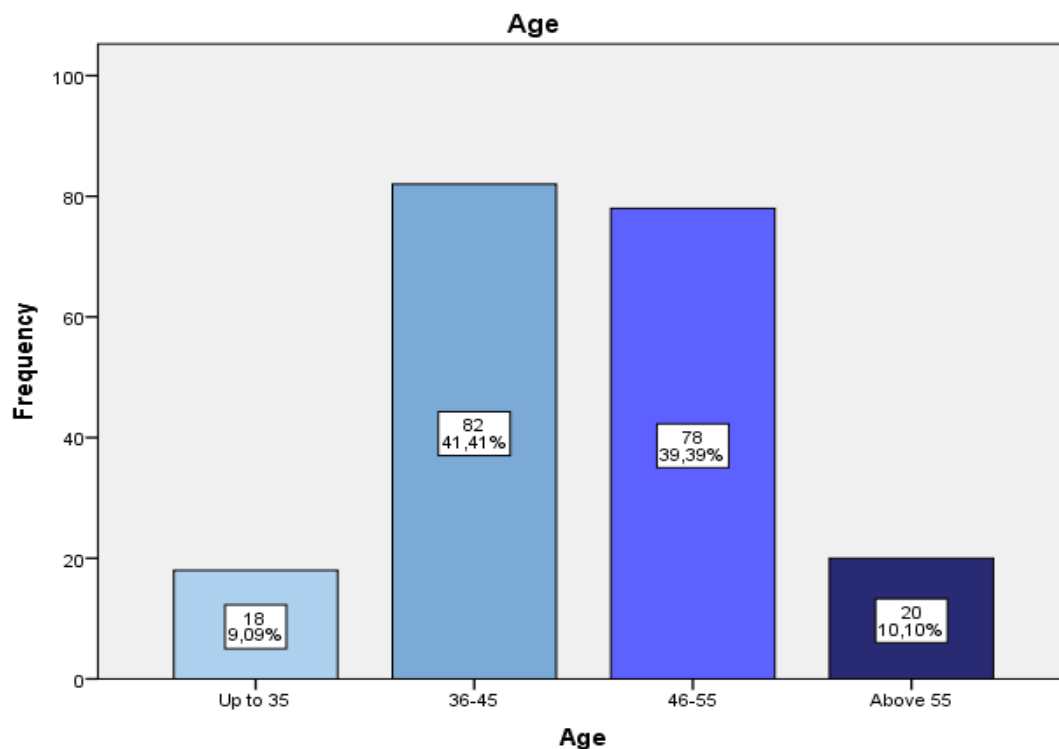
Figure 5 Respondents' age

The following table and figure demonstrate how gender is being distributed among the four age-groups. As we can see the first age-group "up to 35" has one man and seventeen women, whereas in the fourth age-group "above 55" we have the inverse picture, fourteen men and only five women. The predominance of the women onto the other two age-groups is also undoubted.

| | | Gender | | Total |
		Male	Female	
Age	Up to 35	1	17	18
	36-45	38	44	82
	46-55	28	49	77
	Above 55	14	5	19
Total		81	115	196

Table 9 Respondents' gender and age group
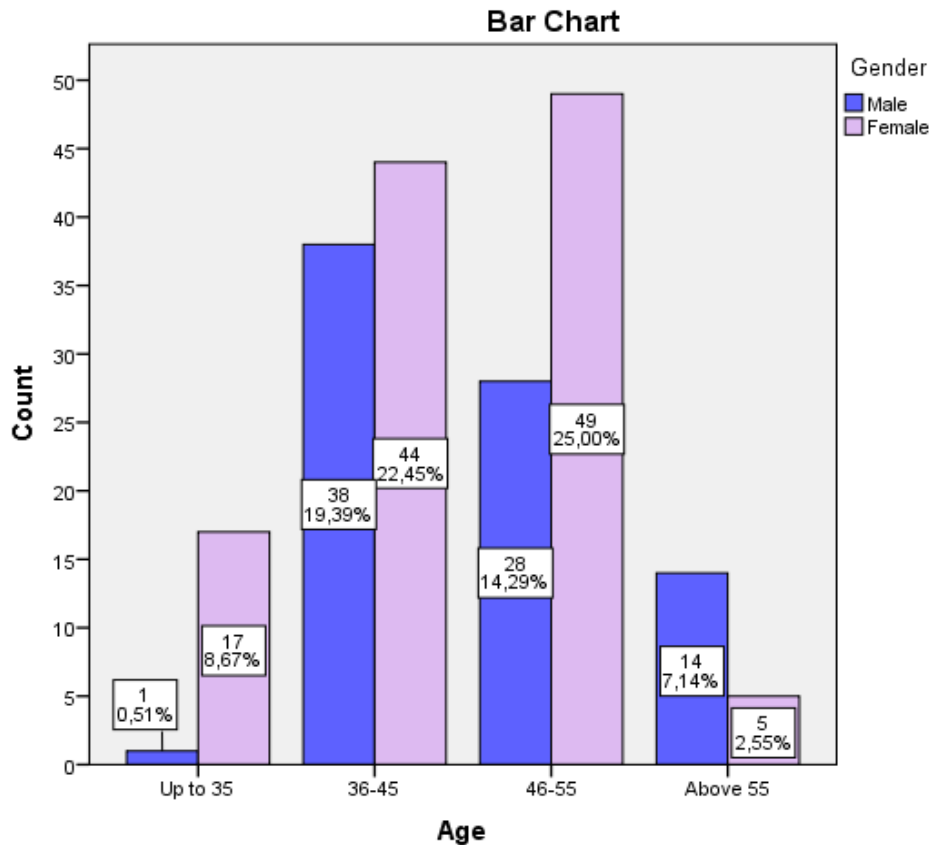
Figure 6 Respondents' gender and age group

Years of service: Up to 6 □, 7-12 □, 13-18 □, 19-24 □, above 25 □.

This question is very important as the total period of the educational service affects in a significant way the perception which teachers have about leadership. One hundred ninety-nine, or 94,8%, teachers answered this question. Thirty-two teachers have up to 6 years total education service, one hundred thirty-four teachers have from 7 to 20 years and finally thirty-three teachers have above 20 years educational service.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Up to 6**	32	15,2	16,1	16,1
	7-12	67	31,9	33,7	49,7
	13-20	67	31,9	33,7	83,4
	Above 20	33	15,7	16,6	100,0
	Total	199	94,8	100,0	
Missing	**System**	11	5,2		
Total		210	100,0		

Table 10 Years of Educational Service
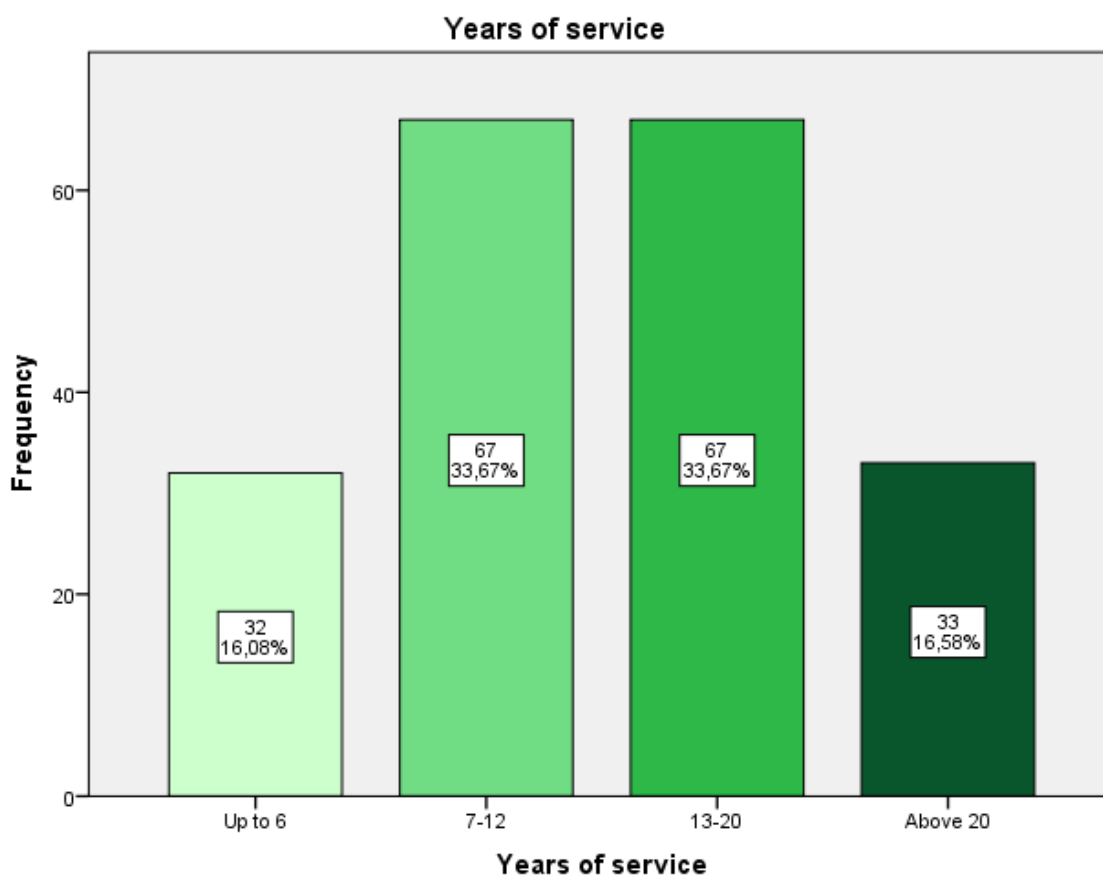
Figure 7 Years of Educational Service

Further studies: None □, 2nd degree □,   MSc □, Ph. D □.

One hundred ninety-two teachers answered this question, that is 91,4% of the total questionnaires delivered. From those who answered this question (192), one hundred teachers, or 52%, have no further studies, whereas the rest 48% they have 2nd Undergraduate degree or Master or PhD or a combination of the above. Thirty-five teachers or 16,7% have Second undergraduate degree, forty-four or 21% have a

master degree and three teachers or 1,4% have PhD. The following table summarizes the results,

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2nd Degree	35	16,7	38,0	38,0
	MSc	44	21,0	47,8	85,9
	PhD	3	1,4	3,3	89,1
	2nd Degree & MSc	6	2,9	6,5	95,7
	2nd & PhD	1	,5	1,1	96,7
	MSc & PhD	3	1,4	3,3	100,0
	Total	92	43,8	100,0	
Missing	None	100	47,6		
	System	18	8,6		
Total		210	100,0		

Table 11 Further studies

In the following figure we can see that the majority, 47,8%, of the holders, at least one second title, are teachers who have a master title, and holders of 2nd undergraduate degree follow with a percentage of 38%.
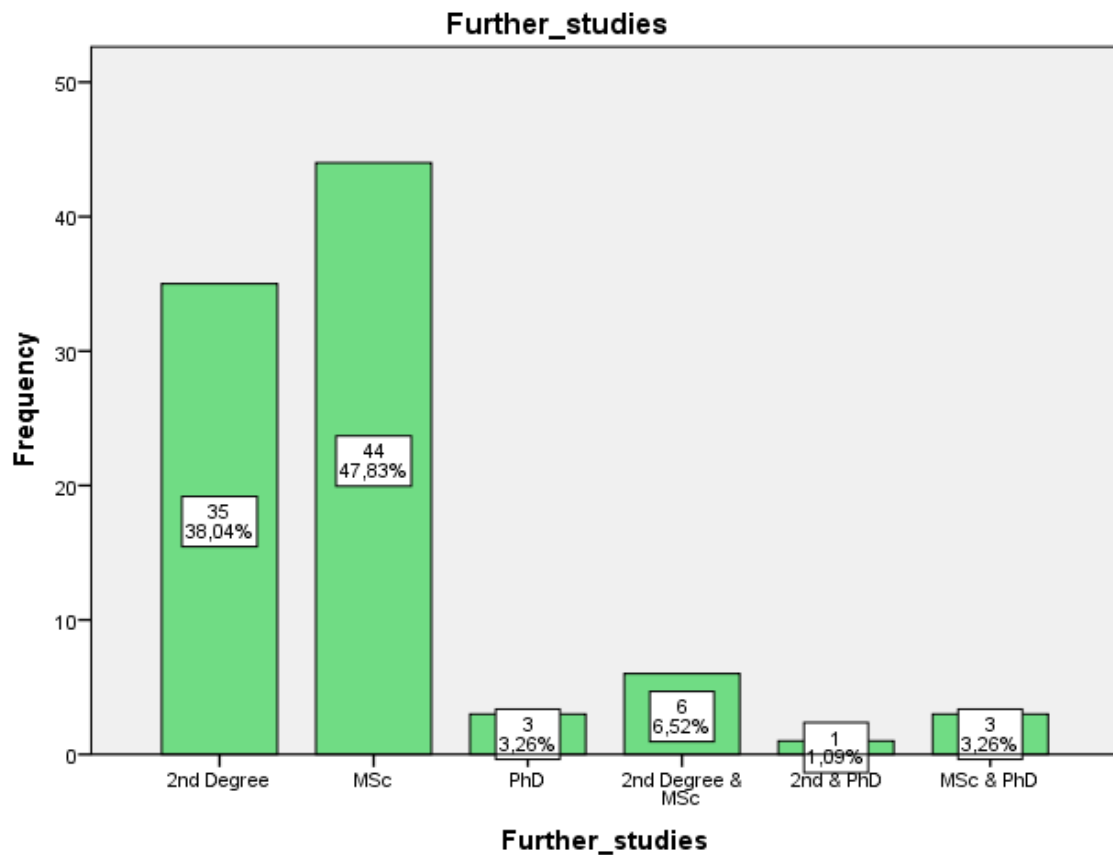
Figure 8 Further Studies

The following table and figure combine "Further studies" and "Gender". As we can see even though more women have answered this question, they are male sex teachers who have more "further studies". More specific, from seventy-nine men forty-two have "further studies", whereas from the one hundred and eleven women forty-nine have "further studies". If we take into consideration that the women have bigger participation in this survey than men, then the difference between men and women concerning "further studies" is much bigger than this illustrated in the table and the figure below.

| | | Gender | | Total |
		Male	Female	
Further Studies	**No**	37	62	99
	Yes	42	49	91
Total		79	111	190*

Table 12 Respondents' gender and further studies

*Two teachers among those who stated further studies did not state gender, therefore the difference between Table 11 and Table 12 in total numbers, 192 and 190 respectively.
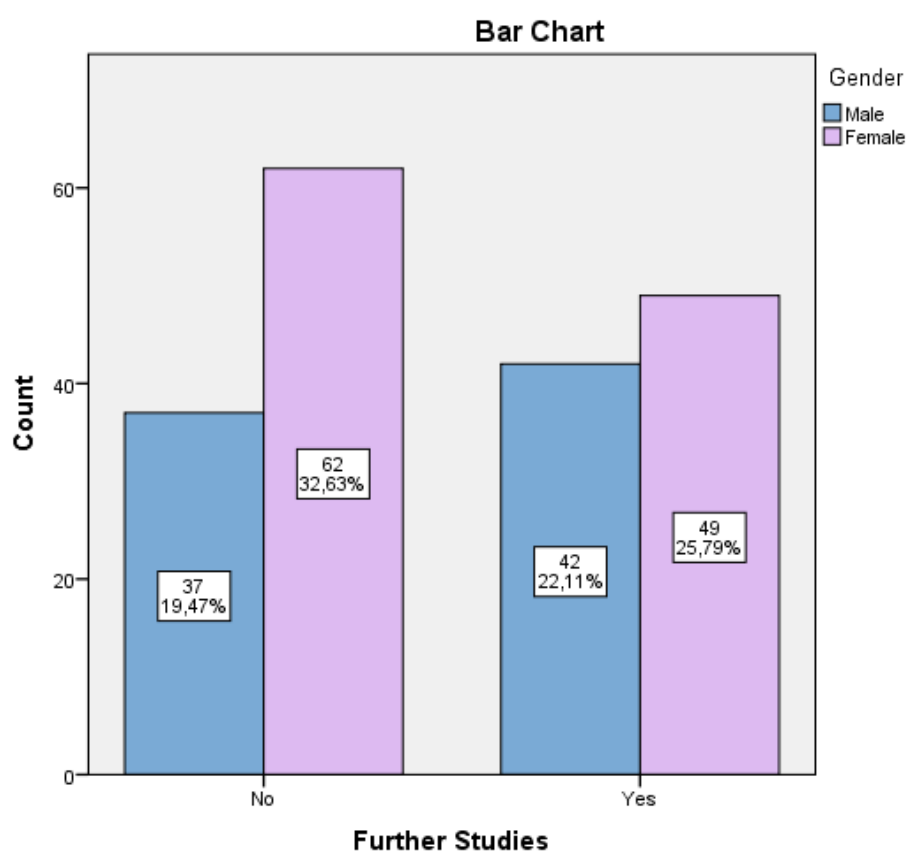
Figure 9 Respondents' gender and further studies

Years of service as a) Vice Principal: Up to 4 □, 5+ □, b) Principal: Up to 4 □, 5-12 □, 13+ □.

To this question teachers were called to state if they possess an administrative position within school. Eleven teachers, or 5,2%, have stated to have been serving as Vice-Principal up to 4 years and five teachers for above to 4 years. Six teachers, or 2,9%, have stated to have been serving as Principal up to 4 years, six teachers between 5 and 12 years and two teachers above to 12 years. The following table and figure summarize the answers,

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Up to 4 as Vice-Principal**	11	5,2	36,7	36,7
	Above 4 as Vice-Principal	5	2,4	16,7	53,3
	Up to 4 as Principal	6	2,9	20,0	73,3
	5-12 as Principal	6	2,9	20,0	93,3
	Above 12 as Principal	2	1,0	6,7	100,0
	Total	30	14,3	100,0	
Missing	**No**	180	85,7		
Total		210	100,0		

Table 13 Vice Principal or Principal (in years)

The percentages of the following figure are calculated among those who possess an administrative position, i.e. he/she is vice-Principal or Principal.
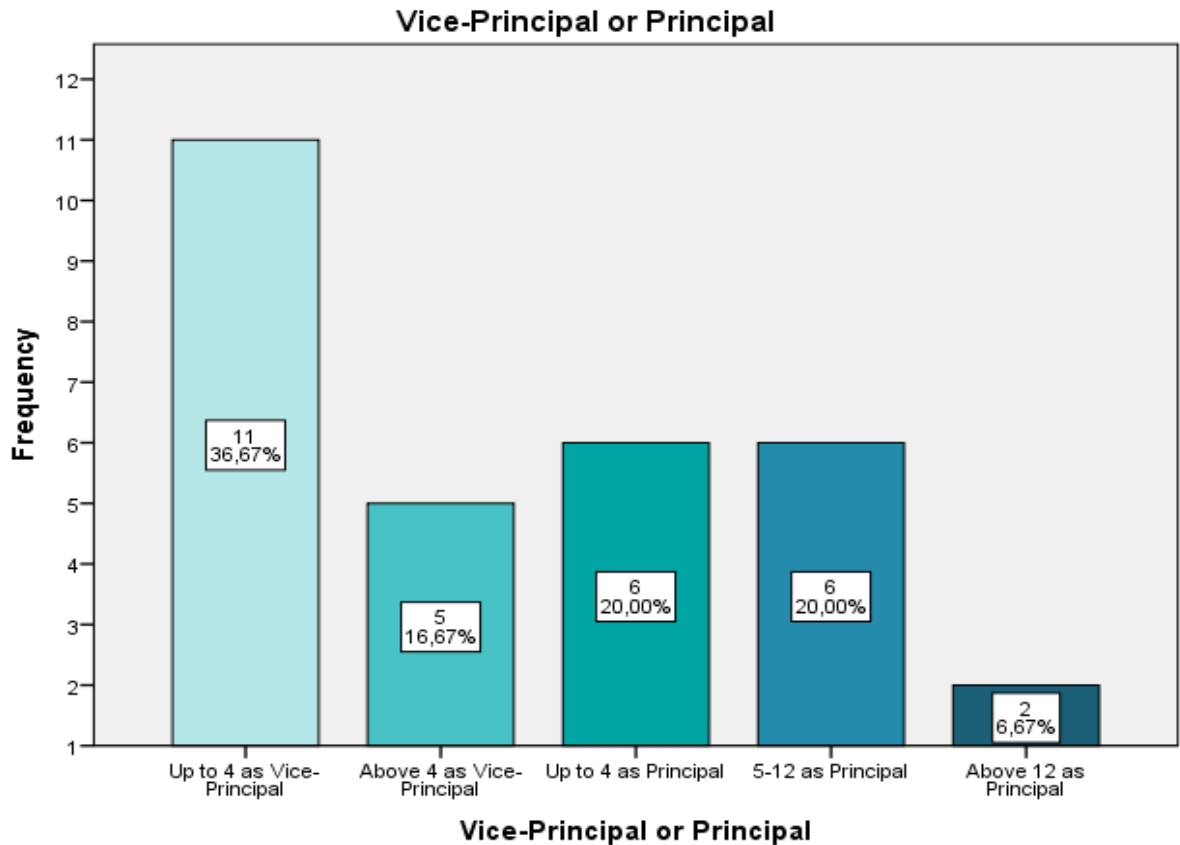
Figure 10 Vice Principal or Principal

Type of school: Gymnasium □, Lyceum□.

The following table shows the distribution of the educational personnel among the main types of the secondary education, Gymnasiums and Lyceums. Ninety-five of the respondents teach in Gymnasiums and one hundred and three teach in Lyceums.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Gymnasium**	95	45,2	48,0	48,0
	Lyceum	103	49,0	52,0	100,0
	Total	198	94,3	100,0	
Missing	**System**	12	5,7		
Total		210	100,0		

Table 14 School Type

The percentages of the following figure are calculated among those teachers who answered this question. We can see that about the 48% of the teachers belong in Gymnasiums and 52% in Lyceums.
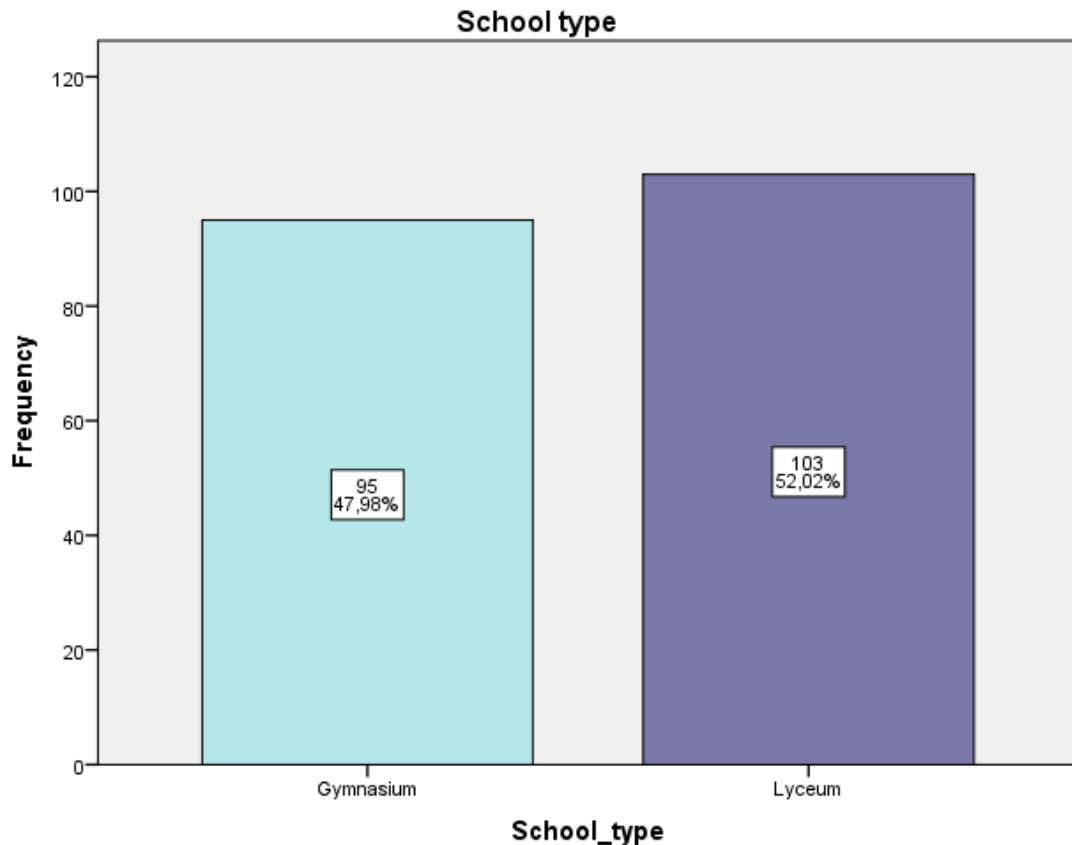
Figure 11 School type

Number of students enrolled in your school: Up to 100□, 101-250□, over 250□.

The seventh question shows us the educational staff distribution among the three school sizes: small schools with up to 100 enrolled students, intermediate with 101-200 students and big schools with above to 200 students. As we can see in the table below, the majority, (55,8%) of the questioned teachers belong in big schools. Fifty-one teachers belong in small schools and thirty-seven teachers in intermediate schools. The following table and figure present the above data,

		Frequency	Percent	Valid Percent	Cumulative
Valid	Up to 100	51	24,3	25,6	25,6
	101-200	37	17,6	18,6	44,2
	Above 200	111	52,9	55,8	100,0
	Total	199	94,8	100,0	
Missing	System	11	5,2		
Total		210	100,0		

Table 15 Students enrolled
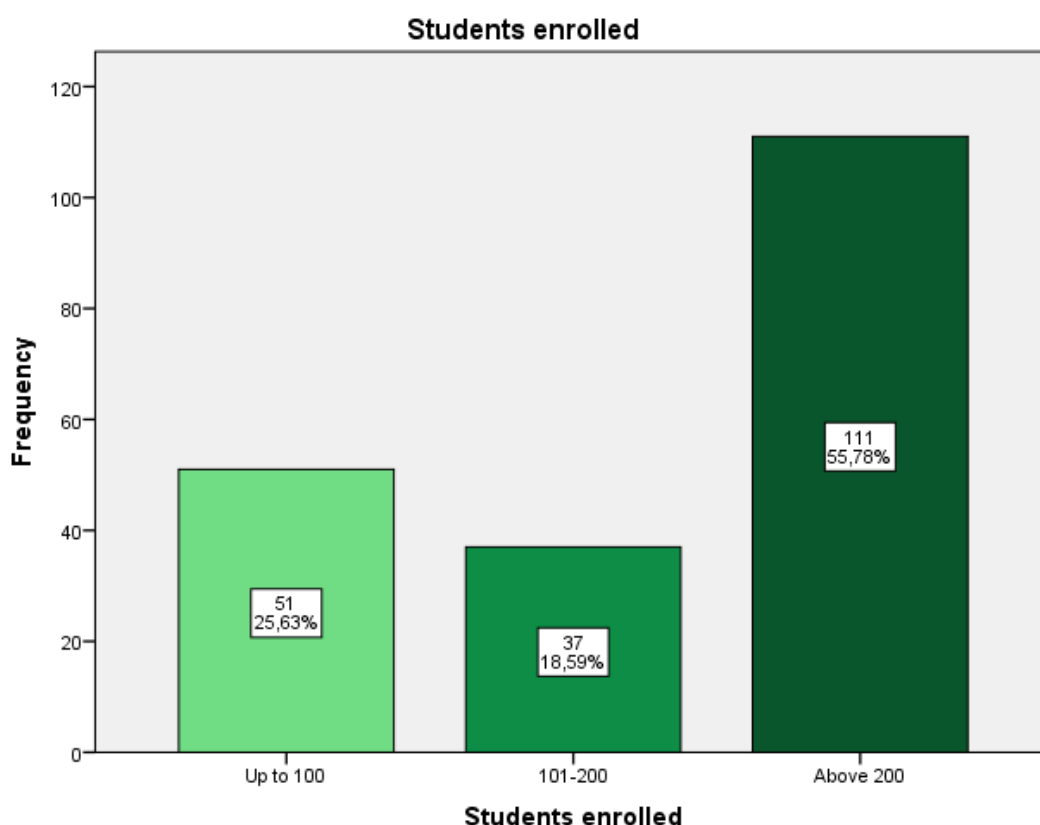
Figure 12 Students enrolled

Gender of your Principal: Male □, Female □ - Only for teaching staff

This question was asked to be answered only by teaching staff and not by administrative one. The question concerns the Principal's gender of the school where the teachers belong to and exercise their teaching duties. One hundred seventy-four, or 82,9%, teachers answered this question, one hundred and twelve teachers answered that they have a Headmaster, whereas only sixty-two, teachers answered having a Headmistress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	112	53,3	64,4	64,4
	Female	62	29,5	35,6	100,0
	Total	174	82,9	100,0	
Missing	System	36	17,1		
Total		210	100,0		

Table 16 Principal's gender

The percentages of the following figure are calculated among those who answered this question; the predominance of the male sex to this administrative sector is very explicit.
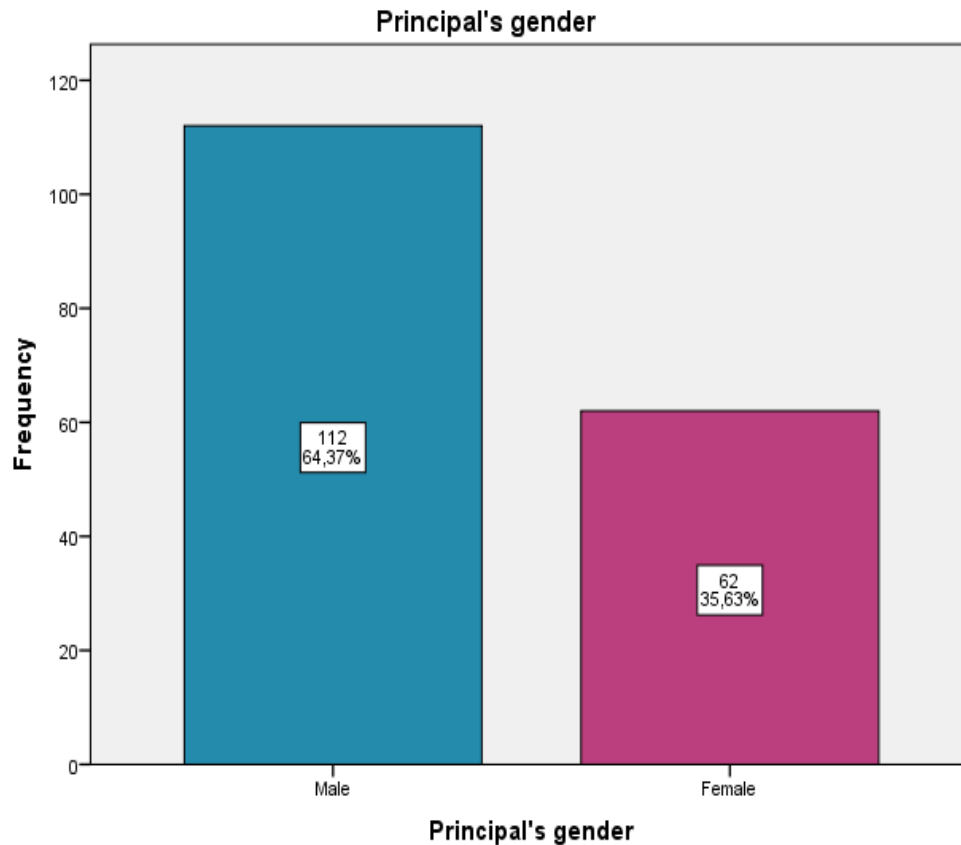
Figure 13 Principal's gender

7.2. Questionnaire: PART ONE - "How Principal should act".

7.2.1. Blake & Mouton Managerial grid

Eighteen sentences constitute the "PART ONE" of the questionnaire (see Appendix A, below). Teachers were asked to answer how the school Principal should act when exercising his/her administrative duties in eighteen circumstances. The answers range between "1-5" according to the five point Likert type scale. The numbers 1-5 correspond to next statements: **1** = Never,   **2** = Seldom,   **3** = Occasionally,   **4** = Often,   **5** = Always. Nine sentences are related to what is known as "Concern for Production", according to Blake & Mouton and the managerial grid theory, and nine sentences are related to what is known as "Concern for People". The nine odd sentences state the concern for production, whereas the rest nine even sentences state the concern for people, the relevant theory has presented in Chapter 3. For the reliability of the eighteen sentences a Cronbach's Alpha test was conducted

which gave a = 0,735 (see Chapter 6), so we continue the explanation of the construction of the managerial grid and the reading of its results.

From the two hundred and ten (210) delivered questionnaires, two hundred and three (203), or 96,7%, completely answered questionnaires have returned as far as the Part One. For each one from these 203 questionnaires the following procedure has practiced. For easiness, we will present the procedure for the first answered questionnaire. The answers which have been given for the first questionnaire are the following:

Concern for Production										Sum	Sum x 0,2	Rounding*
Question number:	1	3	5	7	9	11	13	15	17			
Answer:	3	3	5	4	5	4	4	4	3	35	7	7
Concern for People												
Question number:	2	4	6	8	10	12	14	16	18			
Answer:	4	5	4	5	5	4	3	5	2	37	7,4	8
											Score:	7,8

Table 17 Part One – 1ˢᵗ Questionnaire

*The rounding has been made to the upper integer. In the above example, the intersection between 7 and 7,4 is located within the same square as between the 7 and 8, as we can see in the following managerial grid,
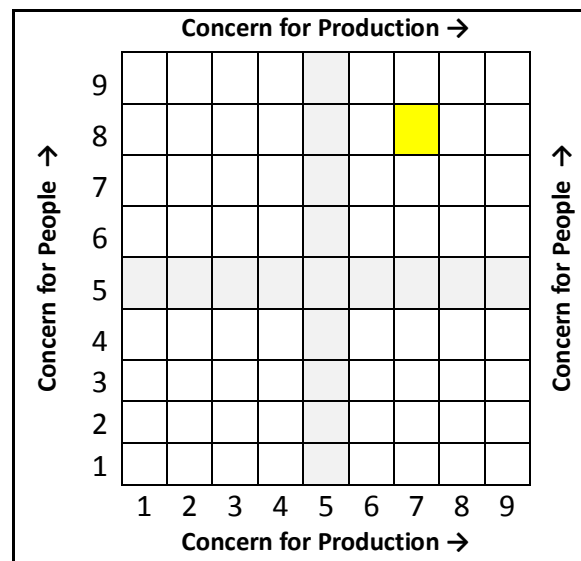
Figure 14 Blake & Mouton grid for the 1ˢᵗ questionnaire

The score (7,8) of the first questionnaire is located in the area where the leadership style is characterized as "team management" (Mihiotis, 2005) and the leader as "Team Manager". In the graph below we can see the five leadership styles according to this theory.
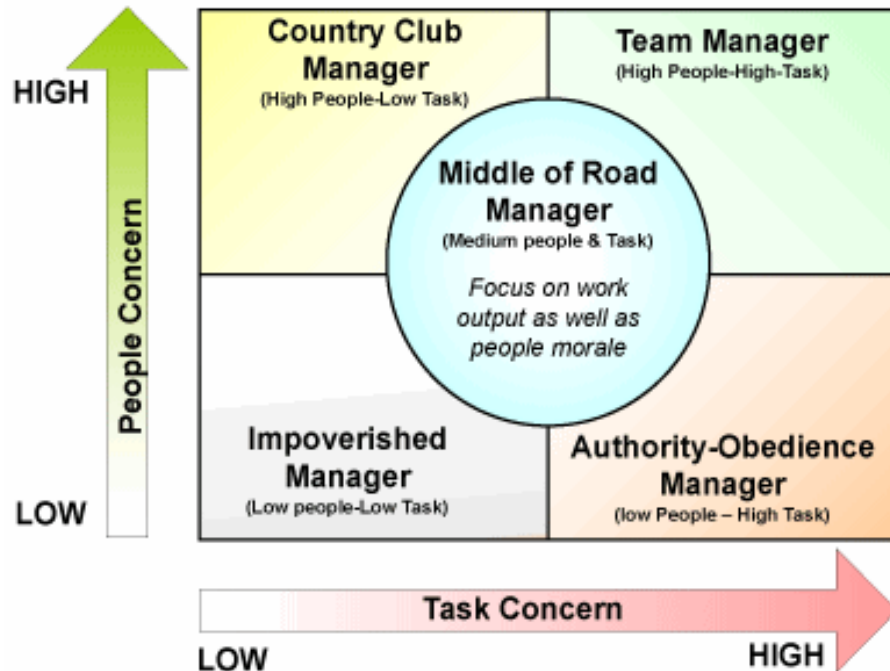
Figure 15 Blake & Mouton's Leadership Grid

(Source: riskmanagement365.wordpress.com)

Now we can proceed to the answers of the 203 questionnaires as these have been modified according to the managerial grid scale.

Production, People	N	%	Production, People	N	%	Production, People	N	%
3,9	1	0,5%	6,7	8	3,9%	7,9	19	9,4%
4,4	1	0,5%	6,8	23	11,3%	8,6	1	0,5%
4,9	1	0,5%	6,9	12	5,9%	8,7	7	3,4%
5,6	1	0,5%	7,5	1	0,5%	8,8	19	9,4%
5,7	2	1,0%	7,6	2	1,0%	8,9	15	7,4%
5,8	4	2,0%	7,7	11	5,4%	9,8	4	2,0%
5,9	2	1,0%	**7,8**	**58**	**28,6%**	9,9	8	3,9%
6,6	3	1,5%						
Cases	15	7,4%	**Cases**	115	56,6%	**Cases**	73	36,0%
Total Cases: 203								

Table 18 Part One answers/scores concerning B&M grid

Placing the above data on the same managerial grid we have the following figure.

Concern for Production →

	1	2	3	4	5	6	7	8	9
9			1	1	2	12	19	15	8
8					4	23	58	19	4
7					2	8	11	7	
6					1	3	2	1	
5							1		
4			1						
3									
2									
1									

(left and right axis labels: Concern for People ↑)

Concern for Production →
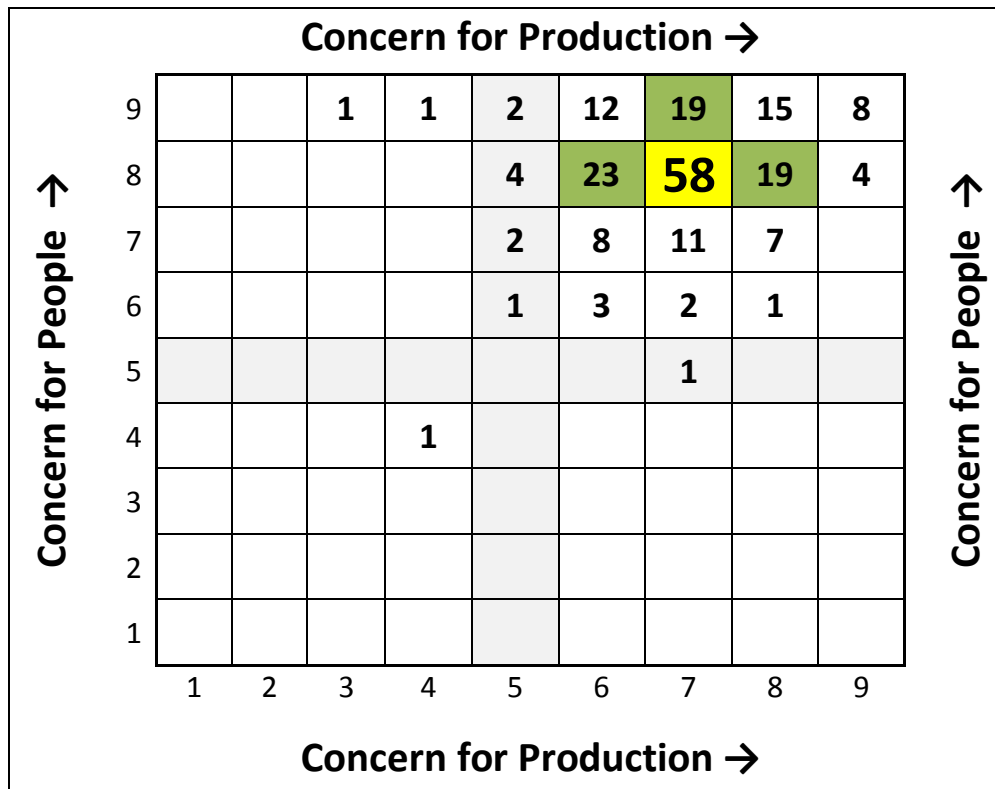
Figure 16 Managerial Grid based on total answers/scores

Fifty-eight teachers, or 28,6%, give a score 7,8, twenty-three teachers, or 11,3%, give a score 6,8, nineteen teachers give 7,9 and nineteen teachers give a score of 8,8. Synoptically, as we can see in the following graph, from 6,6 to 9,9 there are 190 answers, or the 93,6% of the total answers.

Concern for Production →

	1	2	3	4	5	6	7	8	9
9									
8							93,60%		
7									
6									
5									
4									
3									
2									
1									

(left and right axis labels: Concern for People ↑)

Concern for Production →
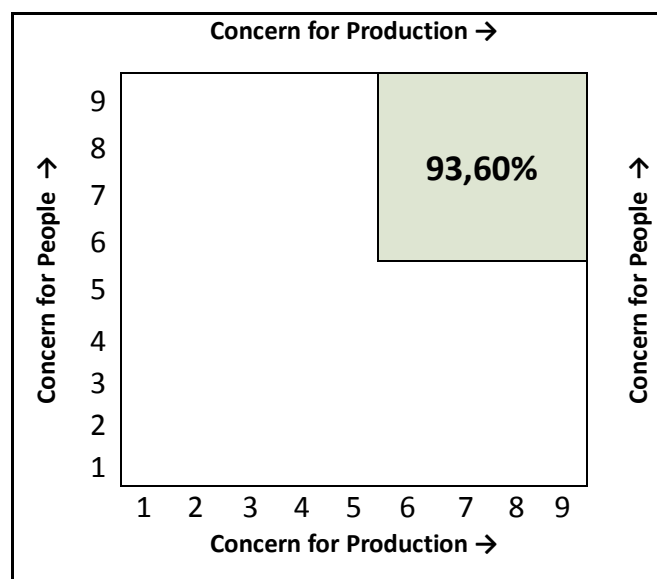
Figure 17 Location of the majority of the scores

From the results it is obvious that the teachers of the secondary education of Regional Unity of Kilkis want a school Principal who is interested for both task (production) and people i.e. teachers. Obviously, teachers know that when the school operates without problems, when, in other words, Principal takes care for the school businesses and gives solutions in difficult situations or routine matters then the educational staff operates in a calm climate which is necessary while exercising their duties.

7.2.2. Hypothesis testing

Using the personal data we will try to make some hypotheses testing in the form of questions to examine if "gender", "age", "experience" etc. affect the answers or statements which have been given through the questionnaires.

Question 1st: Do teachers want to be involved in the decision making process at school?

The question that arises in this point is "which is the teachers' point of view about a participative Principal?". Do teachers want, or not, to be involved to the decision making process that takes place in schools in a daily basis? From the answers they have already given it arises that certainly they want to be involved. In the following table apart from the total answers for all sentences, we also have the average score for each sentence; furthermore the order of the sentences has been made by average value.

PART ONE: How Principal should act.

(Key: **1** = Never, **2** = Seldom, **3** = Occasionally, **4** = Often, **5** = Always)		**Total Answers**					
	"The Principal should …	**1**	**2**	**3**	**4**	**5**	**M**
16	**treat teachers fairly".**	1	1	5	17	179	**4,83**
6	make teachers feel comfortable and work without any pressure".	1	0	6	40	156	**4,72**
8	cooperate with teachers in dealing with school matters ".	0	0	8	58	137	**4,64**
4	help teachers get along with each other".	1	4	11	42	145	**4,61**
10	be friendly and approachable".	2	2	9	49	141	**4,60**
11	make his or her perspective clear to teachers concerning school operation".	3	4	15	43	138	**4,52**
5	define role responsibilities for each teacher".	2	4	13	53	131	**4,51**
14	be interested in teachers' needs and feelings".	2	4	28	75	94	**4,26**
12	be ready to accept any modifications suggested by teachers".	0	6	48	100	49	**3,95**
7	set the school priorities and the way that they will be implemented".	7	12	34	88	62	**3,92**
13	settle any conflicts that may occur between the members of the team".	8	11	66	58	60	**3,74**
2	allow the teachers to act freely and to perform their task the way they want".	8	9	62	81	43	**3,70**
1	set standards of performance for teachers".	14	18	59	60	52	**3,58**
15	ask the teachers to set their personal issues after school matters".	15	24	59	59	46	**3,48**
9	convince teachers that his/her opinions are for their best interest".	20	30	78	52	23	**3,14**

3	ask teachers to apply tried and tested methods when exercising their duties".	13	38	82	55	15	**3,10**
18	disclose thoughts and feelings to teachers".	17	37	81	56	12	**3,04**
17	**be cautious and guarded when allowing the teachers act freely".**	18	52	82	35	16	**2,90**

Table 19 Answers on the question "How Principal should act"

Examining the results we see that in the first two places teachers put the justice and comfortableness. As these basic parameters have been assured then teachers put participation, this entails as in the third position we see that teachers consider the Principal should cooperate with them in dealing with school matters. Another interesting find is that, among the first nine positions we can see also the sentences eleven and five which concern task or production. Here it is demonstrated the teachers' consideration that the Principal's vision as well as the roles and tasks have to be clear and explicit to them (teachers).

The teachers' participative perception also entails by the fact that in the last place ranked the aspect: The Principal should be cautious and guarded when allowing the teachers act freely. In this point teachers declare that Principal should trust teachers and not to be cautious when the latter exercise their duties.

Question 2nd: Does gender affect the answers?

In order to answer the above question a t-test was conducted between the two groups of gender, male and female, for each one of the above eighteen sentences. With a significance level 0,05 the following sentences have been answered differently between men and women teachers.

Independent Samples Test **Does gender affect the answers?**		Levene's Test		t-test for Equality of Means			
The Principal should...		F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
5) define role responsibilities for each teacher.	σ^2 equal	6,565	,011	-2,309	197	,022	,112
	σ^2 not equal			-2,225	151,436	,028	,116
6) make teachers feel comfortable and work without any pressure.	σ^2 equal	24,773	,000	-2,730	197	,007	,081
	σ^2 not equal			-2,512	121,178	,013	,088
11) make his or her perspective clear to teachers concerning school operation.	σ^2 equal	18,116	,000	-3,179	196	,002	,118
	σ^2 not equal			-2,992	134,485	,003	,125
12) be ready to accept any modifications suggested by teachers.	σ^2 equal	3,782	,053	-2,389	197	,018	,109
13) settle any conflicts that may occur between the members of the team.	σ^2 equal	,893	,346	3,942	196	,000	,148

51

15) ask teachers to set their personal issues after school matters.	σ² equal	0,780	0,378	2,518	197	,013	,167

Table 20 How gender affects the answers

The table below shows, among others, the Means of the answers between men and women for each of the above sentences. A close reading of the results indicates clearly the different perspective between men and women teachers concerning the way a Principal should operate.

The Principal should		N	Mean	Std. Deviation	Std. Error Mean
5) define role responsibilities for each teacher.	Male	83	4,34	,873	,096
	Female	116	**4,59**	,698	,065
6) make teachers feel comfortable and work without any pressure.	Male	83	4,59	,716	,079
	Female	116	**4,81**	,415	,039
11) make his or her perspective clear to teachers concerning school operation.	Male	83	4,31	,987	,108
	Female	115	**4,69**	,667	,062
12) be ready to accept any modifications suggested by teachers.	Male	83	3,78	,812	,089
	Female	116	**4,04**	,715	,066
13) settle any conflicts that may occur between the members of the team.	Male	83	**4,04**	,993	,109
	Female	115	3,45	1,053	,098
15) ask the teachers to set their personal issues after school matters.	Male	83	**3,69**	1,092	,120
	Female	116	3,27	1,204	,112

Table 21 Means of the answers between men and women

The six above sentences indicate a rather more dynamic presence of women teachers in school matters than this of men. Women teachers demand the Principal's perspectives concerning the school cases as well as roles and responsibilities to be clear and explicit. They also want, in a greater degree than men, the Principal to give teachers the possibility to express their suggestions, which indicates a more participative attitude of women than those of men. As far as personal issues, see sentence (15), women consider that the Principal should ask in a less degree than this men consider to set teachers their personal business after school ones.

Question 3rd: Does age affect the answers?

In order to answer the above question an ANOVA was conducted between the four groups of age for each one of the above eighteen sentences. With a significance level 0,05 <u>there are no sentences or statements that have been answered differently among the different age teachers</u>.

Question 4th: Does educational service affect the answers?

In order to answer the above question an ANOVA was conducted between the four groups of educational service for each one of the above eighteen sentences. With a significance level 0,05 <u>the following sentence has been answered differently between teachers with different educational service.</u>

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
10) The Principal should be friendly and approachable.	Between Groups	5,075	3	1,692	3,390	,019
	Within Groups	97,306	195	,499		
	Total	102,382	198			

Table 22 How educational service affects the answers

Multiple Comparisons			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Dependent Variable						Lower Bound	Upper Bound
10) The Principal should be friendly and approachable.	Up to 6	7-12	,208	,152	,517	-,18	,60
		13-20	-,120	,152	,859	-,51	,27
		Above 20	,262	,175	,441	-,19	,72
	7-12	Up to 6	-,208	,152	,517	-,60	,18
		13-20	**-,328[*]**	**,122**	**,039**	**-,64**	**-,01**
		Above 20	,054	,150	,984	-,34	,44
	13-20	Up to 6	,120	,152	,859	-,27	,51
		7-12	**,328[*]**	**,122**	**,039**	**,01**	**,64**
		Above 20	,382	,150	,056	-,01	,77
	Above 20	Up to 6	-,262	,175	,441	-,72	,19
		7-12	-,054	,150	,984	-,44	,34
		13-20	-,382	,150	,056	-,77	,01

*. The mean difference is significant at the 0.05 level.

Table 23 Tukey's post hoc test

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
10) The Principal should be friendly and approachable.	Up to 6	32	4,66	,545	,096	4,46	4,85	3	5
	7-12	67	**4,45**	,840	,103	4,24	4,65	**1**	**5**
	13-20	67	**4,78**	,455	,056	4,67	4,89	**3**	**5**
	20 +	33	4,39	,933	,162	4,06	4,72	1	5
	Total	199	4,58	,719	,051	4,48	4,68	1	5

Table 24 Descriptive statistics for the 10th sentence

Question 5th: Do further studies affect the answers?

A t-test was conducted in order to examine if there is any difference between holders at least a title from further studies (2nd degree, MSc or PhD) and no holders concerning the answers to the eighteen sentences. With a significance level 0,05 <u>the following sentence has been answered differently between teachers who have further studies and teachers who have no further studies.</u>

Independent Samples Test

		Levene's Test		t-test for Equality of Means					95% C. I. Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
16) The Principal should treat teachers fairly.	σ^2 equal	21,4	,000	2,34	190	,020	,159	,068	,025	,293
	σ^2 not equal			2,29	143,8	,023	,159	,069	,022	,296

Table 25 Mean difference between "holders at least a title from further studies" and "no holders"

Group Statistics

	Further Studies	N	Mean	Std. Dev.	Std. Error Mean
16) The Principal should treat teachers fairly.	No	100	4,92	,339	,034
	Yes	92	4,76	,581	,061

Table 26 Descriptive statistics for the 16th sentence

Question 6th: Do Principals (or Vice-Principals) and teaching staff answer differently the eighteen sentences?

Another parameter that would be interesting to be examined is if the holders of an administrative position within school, e.i. Principals or Vice-Principals on one hand, and teaching staff on the other hand being affected by their position answer differently. In order to check this case a t-test was conducted between the two groups for each of the eighteen sentences in a 5% significance level. The results are presented to the following tables.

Independent Samples Test

		Levene's Test		t-test for Equality of Means					95% C.I. of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1) The Principal should set standards	σ^2 equal	5,7	,018	-3,0	208	,003	-,678	,226	-1,122	-,233

of performance for teachers.	σ^2 not equal			-3,8	49,4	,000	-,678	,180	-1,040	-,316
3) The Principal should ask teachers to apply tried and tested methods when exercising their duties.	σ^2 equal	,017	,896	-2,3	207,0	,023	-,444	,195	-,828	-,061

Table 27 How administrative position affect the answers

Group Statistics					
	Principal or Vice Principal	N	Mean	Std. Deviation	Std. Error Mean
1) The Principal should set standards of performance for teachers.	No	180	3,46	1,183	,088
	Yes	30	**4,13**	,860	,157
3) The Principal should ask teachers to apply tried and tested methods when exercising their duties.	No	179	3,02	1,005	,075
	Yes	30	**3,47**	,860	,157

Table 28 Descriptive statistics for the 1st & 3rd sentence

For the 1st sentence the things become clearer with an ANOVA among three groups: Principals, Vice Principals and plain teachers. In an significance level 0,05, we have the following results.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
1) The Principal should set standards of performance for teachers.	Between Groups	11,985	2	5,992	4,561	,012
	Within Groups	271,939	207	1,314		
	Total	283,924	209			

Table 29 ANOVA for the 1st sentence

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
1) The Principal should set standards of performance for teachers.	Teacher	Vice Principal	-,607	,299	,108	-1,31	,10
		Principal	-,759[*]	,318	,047	-1,51	-,01
	Vice Principal	Teacher	,607	,299	,108	-,10	1,31
		Principal	-,152	,419	,930	-1,14	,84
	Principal	Teacher	,759[*]	,318	,047	,01	1,51
		Vice Principal	,152	,419	,930	-,84	1,14

*. The mean difference is significant at the 0.05 level.

Table 30 Tukey's post hoc test for the 1st sentence

Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	Minimum	Maximum

						Lower Bound	Upper Bound		
1) The Principal should set standards of performance for teachers.	Teacher	180	**3,46**	1,183	,088	3,28	3,63	1	5
	Vice Principal	16	**4,06**	,772	,193	3,65	4,47	3	5
	Principal	14	**4,21**	,975	,261	3,65	4,78	2	5
	Total	210	3,55	1,166	,080	3,39	3,71	1	5

Table 31 Descriptive statistics for the 1st sentence

Question 7th: Does the size of the school play any role in the way teachers answer?

At a first sight the results seem to be confusing and contradictory because teachers from small schools consider that the Principal should set standards of performance or should ask teachers to apply tried and tested methods, on one hand, and that the Principal should allow teachers to act freely on the other hand (see sentences 1, 2 and 3 in the following table). We consider that in order to be given some explanation for the above inconsistency more information is needed which is not available at this time.

Independent Samples Test									
		Levene's Test		t-test for Equality of Means					
								95% CI	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Diff.	Lower	Upper
1) The Principal should set standards of performance for teachers.	σ^2 equal	2,963	,087	2,584	197	,010	,490	,190	,116	,864
2) The Principal should allow teachers to act freely and to perform their task with the way they want.	σ^2 equal	3,525	,062	2,812	197	,005	,418	,148	,125	,710
3) The Principal should ask the teachers to apply tried and tested methods when exercising their duties.	σ^2 equal	,946	,332	2,065	196	,040	,333	,161	,015	,652
15) The Principal should ask the teachers to set their personal issues after school matters.	σ^2 equal	,113	,737	2,298	197	,023	,434	,189	,062	,806

Table 32 How school size effects the way teachers answer

Group Statistics					
	School	N	Mean	Std. Deviation	Std. Error Mean
1) The Principal should set standards of performance for teachers.	Small	51	3,90	1,025	,143
	Big	148	3,41	1,212	,100
2) The Principal should allow the teachers to act freely and to perform their task with the way they want.	Small	51	4,04	,799	,112
	Big	148	3,62	,951	,078

3) The Principal should ask the teachers to apply tried and tested methods when exercising their duties.	Small	51	3,33	,973	,136
	Big	147	3,00	1,000	,082
15) The Principal should ask the teachers to set their personal issues after school matters.	Small	51	3,76	1,176	,165
	Big	148	3,33	1,157	,095

Table 33 Descriptive statistics for the 1st, 2nd, 3rd and 15th sentences

Question 8th: Does the type of the school play any role in the way teachers answer?

The type of the school does play role in the two following cases (sentences 3rd and 15th):

Independent Samples Test									
		Levene's Test		t-test for Equality of Means					
								95% C.I.	
		F	Sig.	t	df	Sig. (2-tailed)	M Difference	Std. Error Difference	Lower	Upper
3) The Principal should ask teachers to apply tried and tested methods when exercising their duties.	σ^2 equal	,793	,374	2,1	195	**,035**	,301	,142	,021	,581
15) The Principal should ask the teachers to set their personal issues after school matters.	σ^2 equal	1,288	,258	2,4	196	**,014**	,410	,165	,084	,736

Table 34 The role of the type of the school in teachers' answering

	School type	N	Mean	Std. Deviation	Std. Error Mean
3) The Principal should ask teachers to apply tried and tested methods when exercising their duties.	Gymnasium	95	**3,24**	1,008	,103
	Lyceum	102	2,94	,983	,097
15) The Principal should ask teachers to set their personal issues after school matters.	Gymnasium	95	**3,65**	1,089	,112
	Lyceum	103	3,24	1,224	,121

Table 35 Group statistics for the 3rd and 15th sentences

Examining the above results, especially the Means, we see a behavior of the gymnasium teachers more oriented to tasks than this of the lyceum teachers.

Question 9th: Does the Principal's gender affect the perception that teachers have about leadership?

In the following t-test we can see that teachers with Headmistress in their school consider in a greater degree that school Principal should allow them to act freely and to perform their task the way they want.

		Levene's Test		t-test for Equality of Means						
							Mean Difference	Std. Error Difference	95% C.I.	
		F	Sig.	T	df	Sig. (2-tailed)			Lower	Upper
2) The Principal should allow teachers to act freely and to perform their task with the way they want.	σ^2 equal	,298	,586	-2,0	172	,043	-,270	,132	-,530	-,009

(table header: **Independent Samples Test**)

Table 36 How Principal's gender affects the perception teachers have about leadership

	Principal's gender	N	Mean	Std. Deviation	Std. Error Mean
2) The Principal should allow teachers to act freely and to perform their task with the way they want.	Male	112	**3,71**	,843	,080
	Female	62	**3,98**	,820	,104

(table header: **Group Statistics**)

Table 37 Group statistics for the 2nd sentence

In this point we have completed the analysis for Part One. In chapter 8, the results will be discussed.

7.3. Questionnaire: PART TWO – "What satisfies teachers".

In Part Two we have twenty sentences (see Appendix A) that correspond to three leadership styles: Authoritarian, Democratic and Laissez Faire. Ten sentences belong to the Democratic Style, whose numbers are the following: 2, 3, 4, 5, 7, 8, 9, 10, 11 and 14. Five sentences belong to the Authoritarian Style, whose numbers are: 1, 6, 12, 18 and 20. And finally, five sentences belong to the Laissez-Faire Style, whose numbers are the following: 13, 15, 16, 17 and 19.

7.3.1. Acceptance of Principal's participative style behavior among teachers

By evaluating the above sentences, teachers in fact, were asked to answer which Principal's action or behavior satisfies them the most. The evaluation of each sentence fluctuates from 1 to 5, following up the five-point Likert scale as follow: **1** = Not Satisfied, **2** = Slightly Satisfied, **3** = Satisfied, **4** =Very Satisfied, **5** = Extremely Satisfied. According to the teachers' answers we have the following classification; the Mean and the Mode of the answers for each sentence are presented below in descending classification.

	Sentence	Valid	Mean	Mode*	Leadership Style
1	8) Teachers are satisfied when their Principal is friendly and approachable.	210	4,57	5	**Democratic**
2	7) Teachers are satisfied when their Principal tries to make them feel relaxed and handle school pressure.	210	4,45	5	**Democratic**
3	11) Teachers are satisfied when their Principal acts after discussing with the teachers.	208	4,45	5	**Democratic**
4	10) Teachers are satisfied when their Principal is tolerant of the teacher's mistakes.	209	4,27	4	**Democratic**
5	9) Teachers are satisfied when their Principal trusts teachers to set their own working pace.	210	4,25	4[a]	**Democratic**
6	2) Teachers are satisfied when their Principal is willing to make changes or innovations.	208	4,19	4	**Democratic**
7	3) Teachers are satisfied when their Principal treats the teachers as his/her equals.	209	4,16	5	**Democratic**
8	5) Teachers are satisfied when their Principal puts suggestions made by the teachers into action.	210	4,10	4	**Democratic**
9	1) Teachers are satisfied when their Principal provides criteria for what is expected of the teachers.	209	4,08	4	Authoritarian
10	4) Teachers are satisfied when their Principal shows interest in their personal problems.	207	4,01	5	**Democratic**
11	14) Teachers are satisfied when their Principal promotes their professional improvement.	208	3,94	4	**Democratic**
12	15) Teachers are satisfied when their Principal allows them complete freedom in their work.	209	3,88	4	Laissez Faire
13	17) Teachers are satisfied when their Principal assigns a task and lets teachers handle it.	210	3,77	4	Laissez Faire
14	12) Teachers are satisfied when their Principal asks them accountability for what they are doing.	209	3,03	3	Authoritarian
15	6) Teachers are satisfied when their Principal provides a plan for how the work is to be done.	208	3,00	3	Authoritarian
16	19) Teachers are satisfied when their Principal shares, in an extended degree, his/her leadership power with them.	210	2,64	2	Laissez Faire

17	18) Teachers are satisfied when their Principal monitors very closely their work.	210	2,35	2	Authoritarian
18	16) Teachers are satisfied when their Principal has a limited role in their school matters.	206	2,12	1	Laissez Faire
19	13) Teachers are satisfied when their Principal allocates them most of his/her main school duties.	208	1,98	1	Laissez Faire
20	20) Teachers are satisfied when their Principal behaves to them as their superior.	210	1,80	1	Authoritarian

a. Multiple modes exist. The smallest value is shown.
* Take into consideration that there are missing values or statements (see "Valid" column).

Table 38 Classification of Part Two Statements by the Mean

The above results are impressive because confirm absolutely the conviction and the research hypothesis that teachers are satisfied, **in general**, by a democratic behavior of their Principal. All the sentences that correspond to democratic leadership style are located in the first eleven positions of the classification, according to their Mean. What we would try to determine at this point is the above expression "in general". Which of the above "ten democratic behaviors" of Principal satisfies the teachers the most? The answer to this question according to the findings is "**when their Principal is friendly and approachable**". This conclusion is extracted by the high Mean = 4,57, which teachers give to this statement. Teachers want a Principal who contributes to a friendly and calm atmosphere at school, who is open, accessible and approachable. The second sentence in the classification is not, conceptually, far from the first one; teachers want a Principal who contributes in creating pressureless school conditions. In the third position we find the sentence: Teachers are satisfied when their Principal acts after discussing with them. In this point teachers express their strong preference to a participative Principal, who acts after discussing with them about school issues. In the next positions, 4-11, teachers from Kilkis describe the preferred profile of a Principal. More specific, they are satisfied when their Principal:

- is tolerant of the teacher's mistakes,
- trusts teachers to set their own working pace,
- is willing to make changes or innovations,
- treats the teachers as his/her equals,
- puts suggestions made by the teachers into action,
- shows interest in their personal problems, and finally
- promotes their professional improvement.

7.3.2. Hypothesis testing

As we have already done in the part one section, using the personal date we will try to make the hypothesis testing to examine if "gender" affects the answers or statements which have been given through the questionnaires.

A t-test was conducted to examine if there is any difference in the way men and women answered the above twenty sentences. The test has shown us that the following statements have been answered differently.

Independent Samples Test		Levene's Test		t-test for Equality of Means					95% C.I.	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1) Teachers are satisfied when their Principal provides criteria for what is expected of the teachers.	σ^2 equal	1,071	,30	-3,0	196	,003	-,40	,13	-,65	-,14
2) Teachers are satisfied when their Principal is willing to make changes or innovations.	σ^2 equal	,045	,83	-1,8	195	,076	-,20	,11	-,41	,02
5) Teachers are satisfied when their Principal puts suggestions made by the teachers into action.	σ^2 equal	,270	,60	-2,0	197	,044	-,21	,10	-,41	-,01
13) Teachers are satisfied when their Principal allocates them most of his/her main school duties.	σ^2 equal	6,603	,01	2,3	195	,020	,35	,15	,05	,64
	σ^2 not equal			2,3	150,6	,025	,35	,15	,04	,66
14) Teachers are satisfied when their Principal promotes their professional improvement.	σ^2 equal	1,081	,30	-2,0	195	,048	-,26	,13	-,52	,00
16) Teachers are satisfied when their Principal has a limited role in their school matters.	σ^2 equal	6,530	,01	2,5	193	,012	,43	,17	,10	,76
	σ^2 not equal			2,5	161,3	,014	,43	,17	,09	,76

Table 39 Statements answered differently between male and female teachers

The following table shows the descriptive statistics between the two groups concerning the above sentences.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
1) Teachers are satisfied when their Principal provides criteria for what is expected of the teachers.	Male	83	3,86	1,002	,110
	Female	115	**4,25**	,836	,078

2) Teachers are satisfied when their Principal is willing to make changes or innovations.	Male	83	4,08	,799	,088
	Female	114	**4,28**	,735	,069
5) Teachers are satisfied when their Principal puts suggestions made by the teachers into action.	Male	83	4,00	,781	,086
	Female	116	**4,21**	,653	,061
13) Teachers are satisfied when their Principal allocates them most of his/her main school duties.	Male	82	**2,16**	1,160	,128
	Female	115	1,81	,936	,087
14) Teachers are satisfied when their Principal promotes their professional improvement.	Male	82	3,78	,956	,106
	Female	115	**4,04**	,882	,082
16) Teachers are satisfied when their Principal has a limited role in their school matters.	Male	82	**2,33**	1,238	,137
	Female	113	1,90	1,094	,103

Table 40 Group statistics

As we can see on the above table female teachers are more satisfied than men when their Principal,

- provides criteria for what is expected of the teachers,

- is willing to make changes or innovations,

- puts suggestions made by the teachers into action,

- promotes their professional improvement.

Female teachers are less satisfied than men or in other words they are more unpleased when their Principal,

- has a limited role in their school matters

- allocates them most of his/her main school duties

The above results are absolutely aligned to the Part One conclusions, where we have seen a woman teacher

- more demanding,

- more participative in managing school matters,

- asking from the Principal to have an active role in school issues.

Chapter 8: Discussion-Conclusions

Having in mind the main subject of the dissertation "Participative leadership in secondary education organizations", we are able now to discuss the results that have been presented in the previous chapter.

Starting with the Personal Data, the majority of the participants in this survey was female teachers, 58,3%. This percentage echoes the real situation as we have already seen (chapter 7) that in the total Secondary Education of Regional Unity of Kilkis women predominant with a percentage of 58,8%. This could be generally attributed to the preference women show for teaching, as this occupation allows them to combine family life with their working responsibilities and duties. The working hours are elastic and enable women teacher to prepare at home a big part of their educational work. In addition there are bigger periods of holidays which they can devote to their families.

The 41,4% of the total participants are 36-45 year-old teachers and the 39,4% are 46-55 years old, that is about the 80% of the teachers in Gymnasiums and Lyceums of Kilkis. This dominance of rather older age groups in education has both positive and negative results.

Among the positive ones might be that teachers in these two age groups have proportionately larger teaching experience. In addition, their knowledge of educational conditions is better and more realistic so they can adapt their educational work to the real classroom. Besides, they tend to be free from maximalist expectations or experimentation that often lead to failure.

On the other hand, a negative point could be the view that older teachers are either not willing or unable to assimilate the use of new technologies in teaching so the quality of their work does not respond to the current educational conditions, as well as to the expectations and learning needs of the technologically informed students.

The 67,4% of the participant teachers have from 7 to 20 years' service, which would be an adequate period for aquiring considerable educational experience. During these years the teachers can find their personal teaching style and become familiar with methods and procedures that facilitate their educational and administrative work.

About half of the participants, the 48% of the educational staff, does not possess further degrees at all, whereas from those who possess a title apart from the basic

degree, i.e. 92 teachers, the 47, 8% of the holders have a MSc. The main incentives for the acquisition of further qualification by appointed teachers is the occupancy of an administrative position, improved financial rewards (by moving to a higher salary scale) and to ensure their position in case of being assessed. Today there is a great increase in the percentage of teachers who have been appointed to education thanks to degrees or MScs acquired before their appointment. This happens due to the fact that candidates with additional qualifications precede in appointment.

The bigger part of the participants, the 64,37% , stated that at their school there is a Headmaster, in contrast to the rest who have stated that they have a Headmistress. This reflects a situation existing in the past but now it tends to change radically. Nowadays, more women have access to higher administrative positions where the first role traditionally belonged to men. Through education, women have claimed and won equal terms with men, not only in the private (family) life but also in the public domain, (politics, administration), thus restoring a "historic injustice" against the "weak gender" that had been taking place for centuries.

Very important conclusions can be extracted from the second subunit, Part A. In this section we constructed a managerial grid for each questionnaire and we have seen that the prescribed or the appropriate for the Principal position profile or leadership style is this which is characterized as team management, where there is high concern for both teachers and tasks. This conclusion comes from the fact that the 93,6% of the scores are among the 6,6 and 9,9, as shown in Figure 15.

Teachers consider the first attribute or characteristic element of a Principal to be justice. Justice is involved in many cases in daily school matters such as in:

- lessons' program,
- extra administrative duties,
- the way Principal behaves to teachers,
- the kind and difficulty of lessons that has been assigned to each teacher etc.

Comfortableness of school pressure is another thing that teachers consider very important. School pressure comes from several situations particularly in certain periods of school year i.e. when the 4month subperiods are ended and statements performance are given to students. Another pressure source is the analytical program for each lesson which it must be implemented by the teachers in strict deadlines. Pressure also is caused by the students' behavior that not rare becomes problem's source.

Cooperation also is considered very important by teachers. Cooperation is the basis for each achievement. Cooperation can occur in several levels: between Principal and teaching staff, among teachers, between teachers and students etc. Emphasis is given by teachers in cooperation between Principal and teachers. Teachers assist Principal in contributing in daily bureaucratic procedures such as the syntax of protocol etc.

Teachers generally consider that ***Principal should <u>always</u>*** (they have given a Mean 4,51-4,83 in the following statements; see Table 19)

- treat them fairly

- make them feel comfortable and help them work without pressure

- cooperate with them

- help them get along with each other,

- be friendly and approachable,

- make his/her perspective clear to them concerning school operation,

- define role responsibilities for each of them.

Teachers consider that ***Principal should <u>often</u>*** (they have given a Mean 3,58-4,26 in the following statements; see Table 19)

- be interested in their needs and feelings,

- be ready to accept any modification suggested by them

- set the school priorities and the way that they will be implemented,

- settle any conflicts that may occur between the members of the team

- allow them ach freely and to perform their task the way they want

- set standards of performance for them

In conclusion we could say that modern teachers want the Director of their school to be an accomplished Manager and one inspired LEADER. As it has already been mentioned elsewhere in the thesis, the Manager should be both leader and manager. In economic terms, the Principal must effectively combine the available inputs to achieve specific objectives. The inputs include the inanimate material as well as the human factor: buildings, offices, desks, files etc. on the one hand and (mostly) teachers, students, parents on the other. Proper management of the inanimate material requires organizational skills, accurate information, correct estimations, precise and realistic goals. The proper management of the human resources certainly requires administrative abilities of the Principal, but mainly it requires the adoption of a democratic and participatory leadership based on knowledge of psychology and

sociology. If the above model of leadership is applied, both individuals and groups can work and function more effectively, and it will contribute to a climate of mutual trust, openness, teamwork and good cooperation.

Analyzing the results of hypothesis testing one can draw several important conclusions concerning the effect of personal characteristics on attitudes, choices, preferences and judgments of teachers regarding the administrative profile of their Principal.

In the first hypothesis testing, «Does gender affect the answers?" we saw that women indicate a rather more dynamic involvement of teachers in school matters than men, as:

- They demand the Principal's perspectives concerning the school cases as well as roles and responsibilities to be clear and explicit.

- They want, in a greater degree than men, the Principal to give teachers the possibility to express their suggestions, which indicates a more participative attitude of women than those of men.

- They consider that the Principal should ask in a less degree than men consider to set teachers their personal business after school ones.

All the above confirm the momentum gained by women's attempt to assert roles and social positions which are, according to obsolete perceptions and stereotypes, "incompatible to their nature".

In the second hypothesis test, «Does age affect the answers? », we saw that there is no differentiation of responses in the various age groups. This could be seen as a change of mentality. In the past, the younger generations had to show their respect or their "allegiance" to the older generation, in the context of a conservative social context and authoritarian administrative structures. In such framework, older people were considered by definition more mature and able to take the right decisions imposing their choices on the youth who had to accept and implement them. Nowadays young people are adapting faster and easier to technological developments which allow for faster and more complete acquisition and processing information.

Additionally young people are well-educated and more able to make good and careful decisions, which stem from realistic assessment of conditions of the private and public domains at a local and international level.

Question 4th: "Does educational service affect the answers?" In this test, there is considerable variation between teachers having educational service from 7 to 12

years and those with 13 to 20 years of service. In particular, older teachers want, to a greater extent than younger ones, the Principal to be friendly and approachable. This could be due to the security and confidence that many years of service provide to older teaching staff. This also enables them to move around school more comfortably and respond to their professional obligations and duties with relative completeness asking the Principal not to limit or block the way they operate.

Question 5th: "Do further studies affect the answers?" Statistically significant variation exists in responses between holders and non-holders of some additional degrees. More specifically, the non-holders seek more justice than the holders do. This could be attributed to a potentially preferential treatment towards the holders by the directors. This favoritism can involve the assignment of some teaching or extra-curricular tasks qualitatively higher compared with those assigned to non-holders. This distinction might create the impression of the existence of two categories of teachers: more capable and less capable ones.

As for the question "Do Principals (or Vice-Principals) and teaching staff answer differently the eighteen sentences?", we found that there is significant variation of responses among those who exercise any management role and plain teaching staff. The differentiation concerns the two following statements: a) The Principal should set standards of performance for teachers, and b) The Principal should ask teachers to apply tried and tested methods when exercising their duties. The responses of the Principals (or Vice-Principals) seem to stem from an administrative and / or bureaucratic perspective as they express greater interest in the implementation of the tasks and less in the freedom of teachers to choose the criteria and methods of executing their duties. This is quite normal because the holders of some administrative position feel safe and secure when work is done with proven ways so they tend to discourage experimentation. This way though, they sacrifice innovation and exclude the possibility for things to be done better.

Examining the above results of question 8th: "Does the type of school play any role in the way teachers answer?", especially the Means, we see that gymnasium teachers tend to be more oriented to tasks than the lyceum teachers. The age, maturity and responsibility of the student population could explain this issue. The lower the age of the pupils, the bigger the need for the existence and implementation of strict rules.The aim is to limit students' spontaneity and impulsiveness which can lead to altercations or accidents, and at the same time to channel their behavior or energy to

creative directions. Nevertheless, this need also affects the overall operation of school, which should give the impression that everything is under control, these rules are applied without exception and there should be no provision for any potential problem or disciplinary learning.

Question 9th: Does the Principal's gender affect the perception that teachers have about leadership? As we have already seen teachers with female principal ask for greater freedom in deciding how to exercise their duties. This may be due to the effort of Headmistresses to establish tested methods and practices which do not fit in all types of teachers, which leads some of them to feel restricted and supressed. This effort of the woman principal is not irrelevant to the woman's attempt to establish herself despite her gender in places where, until recently, her presence would have been treated with skepticism and rejection. On the one hand, this attempt for establishing herself causes a creative anxiety to the headmistress. On the other hand, it makes her demand the application of proven methods and practices which guarantee if not success, at least the reduction of factors undermining the proper operation of school which could be mistaken for the principle's incompetence or unsuitability and/or it could be attributed to the gender of the person who runs the school.

Important conclusions can be extracted from the third subunit of the questionnaire, Part Two. In this part, teachers were asked to answer what action or behavior of school Principal satisfies them and to what extent. From the twenty sentences which had been given to teachers, we can obtain clear picture about what is this which satisfies them.

According to Table 38, teachers are satisfied the most when their Principal is friendly and approachable. It is obvious that after an epoch where authoritarian leadership style was reigning over school organizations, when principals were strict, austere and unapproachable, things have changed and democratic and participative leadership style has replaced in a great degree the authoritarian one and furthermore it is the one which can guarantee that school objectives may be successfully achieved.

In addition, teachers are satisfied when their Principal:
- tries to make them feel relaxed and handle school pressure,
- acts after discussing with them,
- is tolerant in their mistakes,
- trusts them to set their own working pace,
- is willing to make changes and innovations,

- treats them as his/her equals,

- puts suggestions made by them into action,

- provides criteria for what is expected of them,

- shows interest in their personal problems,

- promotes their professional improvement.

The above descending classification has mean values from 4,57 to 3,94 (see Table 38). It is more than obvious that teachers have given emphasis to sentences which democratic leadership style's features are echoed. A democratic and participatory environment is a prerequisite for the proper and effective functioning of an organization such as school if we take into consideration that this is a social community where interpersonal relationships are developed at a large scale. There are schools with 400 or 500 students, and 40, 50 or more teachers. So, we can understand that the harmonious coexistence of all those people, in stiflingly limited built environment, requires skillful directors, cooperative teachers and disciplined students. All these require the existence and proper functioning communication channels, good and calm atmosphere and adherence to the school regulation. The responsibility for achieving the above conditions lies primarily with the Principle of the school and then with the teachers and students. Teachers contribute positively to school when working in conditions that offer them satisfaction and pleasure. At this point the behavior of the Principal against them can be crucial. When they are approachable and friendly, they let teachers approach them, confide in them their personal matters that may affect their performance, make suggestions or share their concerns on various issues. This atmosphere creates a sense of security, confidence and satisfaction for teachers and motivate them to perform at their best on a daily basis for the benefit of the school and themselves.

The results of our research just confirm these views. Teachers are employees with a high degree of maturity. They feel satisfaction when they can work in harmony with the Principal and their collegues. They are happy when there is a school atmos of peace and comfort, necessary conditions to enable them to engage with dedication and efficiency in their pedagogical work. Moreover, they are satisfied when they realise that their suggestions are taken into consideration and some ideas that can improve things are implemented. This boosts their confidence and empowers them to cope with difficult situations which do not lack from any production process, organization or system.

The research findings of section 7.3.2 imply a woman teacher more demanding, more participative in managing school matters, asking from the Principal to have an active role in school issues. Today, the woman does not just accept social roles which man gives her as an indication of his own humanity and superiority but she conquers the social space which belongs to her by imposing her presence and reversing norms that have held her weak and isolated, on the margins of social action. They findings confirm the women's endeavor to obtain an equal footing with men, leaving behind a passive attitude that allowed men to determine their position and role in the private and public domain.

Leadership effects in bad economically times

Above we have seen that the right leadership style, in our case the democratic or participative one, motivates people to improve their performance while being satisfied and contributes in achieving organizational objectives. But the role of leadership becomes much more significant when times are bad in economical terms and there is no many or other factors which could motivate people without the relevant economical rewards. Nowadays, Greece runs a difficult period from many aspects but mainly in economical one. We have big salary cuts not only from educational staff, but from both private and public sector employees in general. As far as the teachers' salaries, let us see the following elements (the elements concern gymnasium teachers with 15 years experience and typical qualifications):
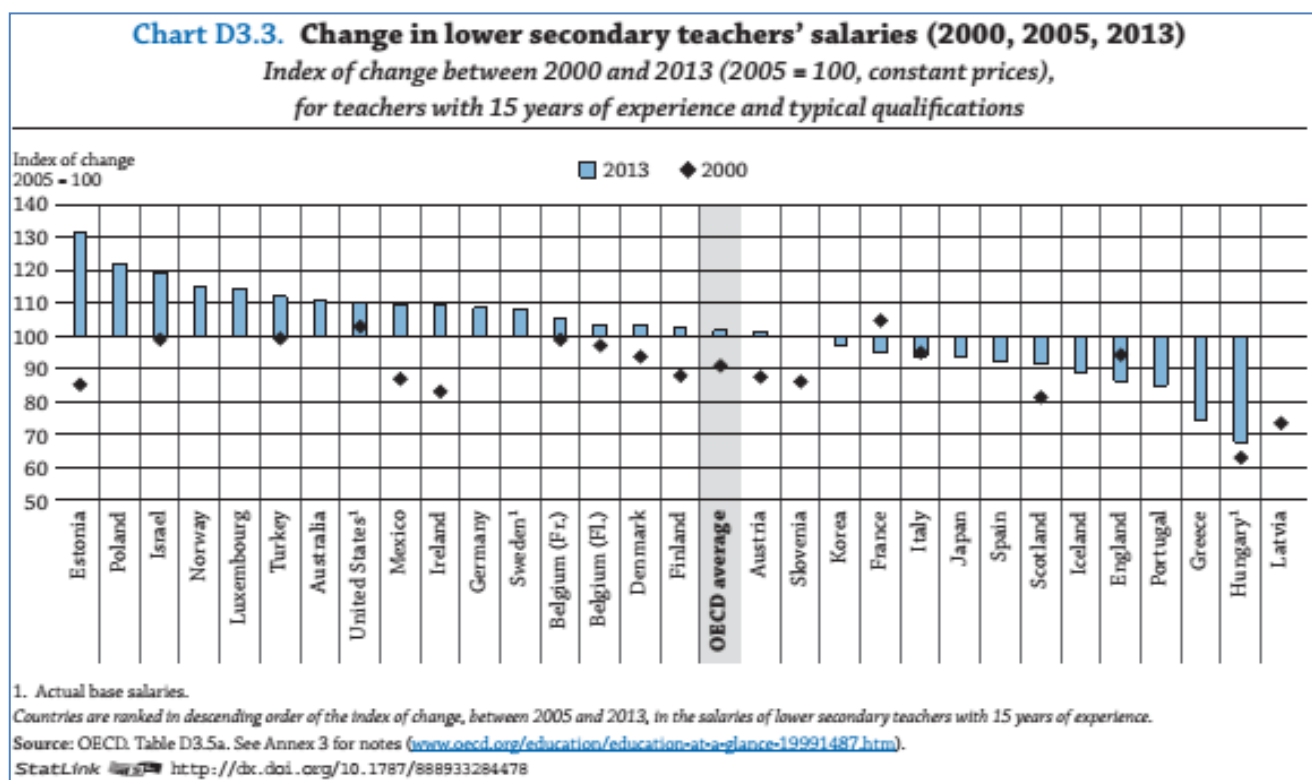
Figure 18 Teachers' salary evolution from 2000 to 2013

(Source: http://www.oecd-ilibrary.org, accessed 25/6/2016)

As we can see, the salary of the Greek gymnasium teacher in 2013 fell at about 25% in relation to their salary in 2005. Nevertheless, the teachers understand the difficult economic situation of their country, accept the salary cuts as an inevitable fact of the bad situation and continue to produce the significant educational work with the same standards, as in the previous school years. This happens when and where visionary Principals are in charge, who appreciate the human factor, inspire the teachers and provide opportunities for participation in the decision making process while exercising their administrative duties on a daily basis.

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APPENDIX A: The questionnaire

Please complete the following questionnaire. The research is conducted in the framework of a master thesis entitled: "Participative leadership in secondary education organizations", in the Hellenic Open University. This survey is ANONYMOUS and in no way any school or individuals will be identified. Your answers will be appreciated and it is estimated that it takes 3-5 minutes to complete. Thank you for your participation in this survey!

A. Personal Data

1. Gender: Male □, Female □.   2. Age: Up to 35 □, 36-45 □, 46-55 □, above 55 □.

3. Years of service: Up to 6 □, 7-12 □, 13-18 □, 19-24 □, above 25 □.

4. Further studies: None □, 2nd University degree (undergraduate) □, Postgraduate MSc □, Ph. D □.

5. Years of service as a) Vice Principal: Up to 4 □, 5+ □, b) Principal: Up to 4 □, 5-12 □, 13+ □.

6. Type of school: Gymnasium □, Lyceum□.

7. Number of students enrolled in your school: Up to 100□, 101-250□, Over 250□.

8. (Only for teachers) Gender of your Principal: Male □, Female □.

PART ONE: How principal should act.

B. Please, circle the number which shows, in your opinion, the way a Principal should act in his/her running school matters. **"The principal should …**

(Key: **1** = Never, **2** = Seldom, **3** = Occasionally, **4** = Often, **5** = Always)

1	set standards of performance for teachers".	1	2	3	4	5
2	allow the teachers to act freely and to perform their task with the way they want".	1	2	3	4	5
3	ask the teachers to apply tried and tested methods when exercising their duties".	1	2	3	4	5
4	help teachers get along with each other".	1	2	3	4	5
5	define role responsibilities for each teacher".	1	2	3	4	5
6	make teachers feel comfortable and work without any pressure".	1	2	3	4	5
7	set the school priorities and the way that they will be implemented".	1	2	3	4	5
8	cooperate with teachers in dealing with school matters ".	1	2	3	4	5
9	convince teachers that his/her opinions are for their best interest".	1	2	3	4	5
10	be friendly and approachable".	1	2	3	4	5
11	make his or her perspective clear to teachers concerning school operation".	1	2	3	4	5
12	be ready to accept any modifications suggested by teachers".	1	2	3	4	5
13	settle any conflicts that may occur between the members of the team".	1	2	3	4	5
14	be interested in teachers' needs and feelings".	1	2	3	4	5
15	ask the teachers to set their personal issues after school matters".	1	2	3	4	5
16	treat teachers fairly".	1	2	3	4	5
17	be cautious and guarded when allowing the teachers act freely".	1	2	3	4	5
18	disclose thoughts and feelings to teachers".	1	2	3	4	5

PART TWO: What satisfies teachers

C. Please, circle the number that, in your opinion, best describes the level of teacher's satisfaction as it relates to each item below: **"Teachers are satisfied when their Principal …**

(**1** = Not Satisfied, **2** = Slightly Satisfied, **3** = Satisfied, **4** = Very Satisfied, **5** = Extremely Satisfied)

1	notifies certain criteria for what is expected of the teachers".	1	2	3	4	5
2	is willing to make changes or innovations".	1	2	3	4	5
3	treats the teachers as their equals".	1	2	3	4	5
4	shows interest in the teachers' personal problems".	1	2	3	4	5
5	puts suggestions made by the teachers into action".	1	2	3	4	5
6	composes himself a plan for how the work is to be done".	1	2	3	4	5
7	tries to make them feel relaxed and handle school pressure".	1	2	3	4	5
8	is friendly and approachable".	1	2	3	4	5
9	trusts teachers to set their own working pace".	1	2	3	4	5
10	is tolerant of the teacher's mistakes".	1	2	3	4	5
11	acts after discussing with the teachers".	1	2	3	4	5
12	ask them (teachers) accountability for what they are doing".	1	2	3	4	5
13	allocates them most of his/her main administrative duties".	1	2	3	4	5
14	promotes the professional evolution of the teachers".	1	2	3	4	5
15	allows them (teachers) complete freedom in their work".	1	2	3	4	5
16	has a limited role in managing school matters".	1	2	3	4	5
17	assigns a task and lets teachers handle it".	1	2	3	4	5
18	monitors them very closely when exercising their duties".	1	2	3	4	5
19	shares, in an extended degree, his authority with them".	1	2	3	4	5
20	behaves them as hierarchically superior".	1	2	3	4	5

THANK YOU FOR THE PARTICIPATION!

APPENDIX B : The questionnaire translated into Greek language in the form it is answered by teachers

ΕΛΛΗΝΙΚΟ ΑΝΟΙΚΤΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
ΣΧΟΛΗ ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΤΗ ΔΙΟΙΚΗΣΗ ΤΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ (ΜΒΑ)
ΑΝΩΝΥΜΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

Παρακαλούμε, συμπληρώστε το παρακάτω ερωτηματολόγιο. Η έρευνα πραγματοποιείται στο πλαίσιο Διπλωματικής Εργασίας με τίτλο: «Η συμμετοχική ηγεσία σε οργανισμούς Δευτεροβάθμιας Εκπαίδευσης», που εκπονείται στο Ελληνικό Ανοικτό Πανεπιστήμιο. Η έρευνα είναι ανώνυμη και σε καμία περίπτωση δεν πρόκειται να αναγνωριστεί το σχολείο ή τα άτομα που συμμετέχουν σε αυτήν. Εκτιμάται ότι η διάρκεια για την συμπλήρωσή του είναι 3-4 λεπτά. Η γνώμη σας είναι πολύ σημαντική για μας. Ευχαριστούμε για τη συμμετοχή σας!

*<u>**Διευκρίνιση:**</u> Όπου γίνεται λόγος για "διευθυντή" , "καθηγητή", "μαθητές" αναφέρεται και στα δύο φύλα.*

Α.   Προσωπικά Στοιχεία

1. Φύλο: Άνδρας □, Γυναίκα □.   2. Ηλικία: Έως 35 ετών □, 36-45 □, 46-55 □, πάνω από 55 □.

3. Έτη Συνολικής Εκπαιδευτικής Υπηρεσίας: Έως 6 □, 7-12 □, 13-20 □, πάνω από 20 □.

4. Επιπλέον Σπουδές: Δεν υπάρχουν □, 2ο Πτυχίο □,   Μεταπτυχιακό □, Διδακτορικό □.

5. Έτη υπηρεσίας ως α) Υποδιευθυντής: έως 4 □, 5+ □,   β) Διευθυντής: έως 4 □, 5-12 □, 13+ □.

6. Τύπος σχολείου (που υπηρετείτε τις περισσότερες ώρες) : Γυμνάσιο □, Λύκειο □.

7. Αριθμός μαθητών που φοιτούν στο σχολείο: έως 100□, 101-200□, πάνω από 200□.

8. (Δεν απαντούν Διευθυντές) Φύλο του διευθυντή της σχολικής σας μονάδας: Άνδρας □, Γυναίκα □.

<u>Μέρος Πρώτο: Πώς θα πρέπει να ενεργεί ο Διευθυντής.</u>

Β.   Παρακαλούμε, κυκλώστε τον αριθμό που εκφράζει, κατά τη γνώμη σας, **τον τρόπο που θα πρέπει να ενεργεί** ο διευθυντής σε κάθε μία από τις παρακάτω 18 περιπτώσεις που αφορούν στη διοίκηση του σχολείου. **"Ο διευθυντής <u>θα πρέπει, κατά τη γνώμη μου,</u> να …(1** = Ποτέ,   **2** = Σπάνια,   **3** = Μερικές φορές,   **4** = Συχνά,   **5** = Πάντα)

1	θέτει στους καθηγητές συγκεκριμένες προδιαγραφές εκτέλεσης του έργου τους ".	1	2	3	4	5
2	επιτρέπει στους καθηγητές να δρουν ελεύθερα και να εκτελούν τα καθήκοντά τους με τον τρόπο που θέλουν".	1	2	3	4	5
3	ζητά από τους καθηγητές να εφαρμόζουν δοκιμασμένες μεθόδους κατά την άσκηση των καθηκόντων τους".	1	2	3	4	5
4	βοηθάει τους καθηγητές να έχουν καλές σχέσεις μεταξύ τους".	1	2	3	4	5
5	καθορίζει με σαφήνεια τις αρμοδιότητες κάθε εκπαιδευτικού".	1	2	3	4	5
6	κάνει τους καθηγητές να αισθάνονται άνετα και να εργάζονται χωρίς πίεση".	1	2	3	4	5
7	θέτει ο ίδιος τις προτεραιότητες του σχολείου και τον τρόπο με τον οποίο αυτές θα υλοποιηθούν".	1	2	3	4	5
8	συνεργάζεται με τους καθηγητές κατά την διεκπεραίωση των σχολικών υποθέσεων".	1	2	3	4	5
9	πείθει τους καθηγητές ότι η άποψη που προτείνει είναι προς το δικό τους συμφέρον".	1	2	3	4	5

10	είναι φιλικός και προσιτός".	1	2	3	4	5
11	κάνει στους καθηγητές ξεκάθαρη και σαφή την οπτική του για τη λειτουργία του σχολείου ".	1	2	3	4	5
12	δέχεται προτεινόμενες από τους καθηγητές τροποποιήσεις σε ζητήματα που αφορούν τη λειτουργία του σχολείου".	1	2	3	4	5
13	παρεμβαίνει μεταξύ των καθηγητών όταν διαταράσσονται οι σχέσεις τους".	1	2	3	4	5
14	ενδιαφέρεται για τις ανάγκες και τα συναισθήματα των καθηγητών".	1	2	3	4	5
15	ζητά από τους καθηγητές να βάζουν τις προσωπικές τους υποθέσεις μετά από τις υποθέσεις του σχολείου".	1	2	3	4	5
16	μεταχειρίζεται τους καθηγητές δίκαια".	1	2	3	4	5
17	είναι επιφυλακτικός όταν επιτρέπει στους καθηγητές να ενεργούν ελεύθερα".	1	2	3	4	5
18	αποκαλύπτει τις σκέψεις και τα συναισθήματά του στους καθηγητές".	1	2	3	4	5

Μέρος Δεύτερο: Τι ικανοποιεί τους εκπαιδευτικούς.

Γ. Παρακαλούμε, κυκλώστε τον αριθμό που, κατά τη γνώμη σας, περιγράφει το βαθμό ικανοποίησης των καθηγητών σε κάθε μία από τις παρακάτω ενέργειες ή τρόπους δράσης του διευθυντή: **"Οι καθηγητές <u>είναι ικανοποιημένοι</u> όταν ο διευθυντής τους …**

(Βαθμός ικανοποίησης**: 1** = καθόλου, **2** = λίγο, **3** = αρκετά **4** = πολύ, **5** = πάρα πολύ)

1	τους γνωστοποιεί συγκεκριμένα κριτήρια ως προς το τι προσδοκά από αυτούς".	1	2	3	4	5
2	είναι πρόθυμος να κάνει αλλαγές και να εφαρμόσει καινοτομίες".	1	2	3	4	5
3	τους συμπεριφέρεται ως ιεραρχικά ισότιμούς τους".	1	2	3	4	5
4	ενδιαφέρεται για τα προσωπικά τους προβλήματα".	1	2	3	4	5
5	εφαρμόζει συχνά τρόπους δράσης προτεινόμενους από αυτούς (καθηγητές)".	1	2	3	4	5
6	καταρτίζει ο ίδιος το πλάνο για το πώς θα υλοποιηθεί μια δράση".	1	2	3	4	5
7	προσπαθεί να τους κάνει να αισθάνονται άνετα και να διαχειρίζονται την πίεση που υφίστανται στο σχολείο".	1	2	3	4	5
8	είναι φιλικός και προσιτός σ' αυτούς".	1	2	3	4	5
9	τους εμπιστεύεται να καθορίσουν οι ίδιοι το ρυθμό εργασίας τους".	1	2	3	4	5
10	δείχνει κατανόηση σε λάθη τους".	1	2	3	4	5
11	ενεργεί αφού συζητήσει μαζί τους".	1	2	3	4	5
12	τους ζητά να λογοδοτούν για πράγματα που κάνουν".	1	2	3	4	5
13	τους αναθέτει τα περισσότερα από τα κύρια διοικητικά του καθήκοντα"	1	2	3	4	5
14	προωθεί την επαγγελματική τους εξέλιξη".	1	2	3	4	5
15	τους παρέχει πλήρη ελευθερία στην εργασία τους".	1	2	3	4	5
16	έχει περιορισμένο ρόλο στη διαχείριση των σχολικών υποθέσεων".	1	2	3	4	5
17	τους αναθέτει καθήκοντα και τους επιτρέπει να τα διαχειριστούν οι ίδιοι".	1	2	3	4	5
18	τους επιβλέπει πολύ στενά κατά την εκτέλεση των καθηκόντων τους".	1	2	3	4	5
19	μοιράζεται μαζί τους, σε μεγάλο βαθμό, την διοικητική του εξουσία".	1	2	3	4	5
20	τους συμπεριφέρεται ως ιεραρχικά ανώτερος".	1	2	3	4	5

Σας ευχαριστούμε για την συμμετοχή σας!

APPENDIX C : List of Schools where the Questionnaires were delivered

1. 1ST EPAL KILKIS
2. 1ST GYMNASIUM OF KILKIS
3. 1ST LYCEUM OF KILKIS
4. 2ND GYMNASIUM OF KILKIS
5. 2ND LYCEUM OF KILKIS
6. 3RD GYMNASIUM OF KILKIS
7. EPAL AXIOUPOLIS
8. GYMNASIOUM OF KAMPANI
9. GYMNASIUM OF GOUMENISSA
10. GYMNASIUM OF HERSO
11. GYMNASIUM OF NEW AGIONERI
12. GYMNASIUM OF POLYKASTRO
13. LYCEUM OF EUROPOS
14. LYCEUM OF GOUMENISSA
15. LYCEUM OF HERSO
16. LYCEUM OF KAMPANI
17. LYCEUM OF NEW AGIONERI
18. LYCEUM OF POLYKASTRO
19. SPECIAL GYMNASIUM OF KILKIS
20. VESPERS LYCEUM OF KILKIS