

# **Opinions and Perceptions of the Primary Education Teachers of the Prefecture of Ioannina on the Role of the Modern School Principal**

Eleni V. Dimari

*Med, Educational P.E. 70*

---

**Summary:** In order for the school to follow the great changes of the modern world, a strong administration is required, trained in the latest developments in pedagogic and administrative science, inspired with vision, innovative with management knowledge. This multidimensional role is today mainly called upon to be embodied by the director of a school unit. The purpose of this research is to investigate the views and perceptions of the primary school teachers of the Prefecture of Ioannina on the role of the modern principal as well as to measure the degree of agreement or disagreement with the abilities and skills, the individual and administrative characteristics of the principals of the Prefecture of Ioannina and the ideal managers, as they are considered by the teachers of the Prefecture. On the second level, the administrative model they use in the organization and administration of their schools is recorded. The findings showed that the managers of the Prefecture of Ioannina are concerned with many of the abilities and skills required in order to succeed in their role and that they use a variety of administrative methods that will be able to bring them the desired result. The differentiation with ideal principals was of the order of one unit on average, while they use the managerial models of Administrative, Pedagogical, Transformational, Distributed or Distributed and Contingent leadership. Finally, proposals aimed at improving the characteristics of education managers were formulated, but the need for further research on this issue was also noted.

**Keywords:** Effective manager, attitudes, abilities, skills, characteristics, teachers

---

## **Introduction**

The school today is a competitive organization, which integrates elements and sets goals that a few years ago seemed unimaginable. It is a participatory, multi-faceted school, where knowledge seems to be a secondary option, as values such as technological ones dominate, and the successful are judged on the basis of their abilities and skills. This mutation simply reflects our society, which has been structured in recent years in an environment of multitasking, where everyone knows everything, can do everything and the differentiation consists in the way of using the media, which gives a form of specialization. In this fluid environment the role of the head of school as a leader becomes decisive. It is a key role, although discredited in the educational hierarchy, for the proper functioning of the school units, which they direct, with a multidimensional nature and concerns not only their direct partners, but reflects on a wider part of society.

From the above it becomes obvious that a high level of training is required for principals at a pedagogical as well as an organizational-administrative level, in order to acquire all the necessary abilities and skills that will enable them to effectively manage their school units and consolidate the vision they have for ' they. This request becomes more intense, as over the years the needs of the educational units become more and more demanding, in order for the school to follow the rapid progress of technology and information.

This paper aims to investigate the views and perceptions of primary education teachers about the role of the modern Principal of school units. As an example for the rest of the country, the case of the Prefecture of Ioannina will be used, for which an attempt will be made to highlight the opinions and perceptions of primary education teachers regarding the role of the Director of school units in the modern school.

## **1. Forms - Models of Educational Leadership and Administration**

At times many and varied approaches to educational administration have been given in an attempt to categorize and rank them in models. In the field of education, the classification of leadership by Leithwood & Duke (1999) stands out, who distinguished six types of leadership that concern only education: Educational leadership, Administrative or managerial, Participative, Transformational, Ethical and Contingent. Four years later Bush & Glover (2003) added the categories Interpersonal and Transactional leadership. After five years Bush seeing the great success of this categorization added a ninth category, Postmodern leadership (Katsaros, 2008). The models have been heavily criticized by other scholars for not taking into account the crucial importance of the human factor in their implementation. The models also overlap conceptually many times and due to their indistinguishable characteristics, it is not possible to allocate a leader to a single category, because

his characteristics also fall into another or more categories. Also, it is difficult to describe the limits of each model, which, although it should stop at the limits of another, forms infinite variations that are very difficult to delimit. An important element that also makes clear demarcation difficult is the change of meaning in common meanings, depending on the type of leadership to which they are addressed, that is, their examination under a different perspective (Hater & Bass, 1988).

## **2. Forms of Exercise of Educational Leadership**

### **2.1. Administrative leadership**

The characteristics of administrative leadership as a practice are similar to those of classical management, but it may also concern goals, structures and control of the environment, which is why it can also be characterized as managerial leadership (Bush, 2007). The behavior, the goals pursued by the leader and the way he operates are the focus of the administrative leadership's interest, which considers that a proper operation on his part will bring about a corresponding reaction from his subordinates. Therefore, both the power of the leader and the influence he exercises derive only from the position he holds (Leithwood & Duke, 1999).

### **2.2. Educational leadership**

Instructional leadership is that type of leadership that focuses on classroom instruction, curriculum, and school personnel (Blase & Blase, 1999). In particular, he considers that the behavior of teachers towards students is decisive, as it is directly related to their development (Leithwood & Duke, 1999). Therefore, the pedagogical leadership invests in the overall development of the school but also the individual development of each student or teacher, which comes from the corresponding development and improvement of teaching and learning conditions (Harris, 2005). This is achieved by defining the objectives that the unit wants to achieve, allocating resources properly, managing the curriculum consistently, developing and implementing lesson plans, monitoring them, reflecting and finally evaluating teachers (King, 2002).

### **2.3. Transformational leadership**

Transformational leadership is defined as that which is based on the radical change of the leaders as well as the organizations they manage. Main concern is to focus on people and mutate the existing culture rather than focus and change the structure (Sergiovanni, 2001). A key point of reference of transformational leadership is the creation of a collective, common interest between leaders and subordinates in the school and it is possible for all stakeholders to participate in order to achieve the goals. The perfect alignment of the common goals of leaders and members can create authentic relationships with converging points of view, which can lead to mutually acceptable decisions (Bush, 2007). Therefore, the leader in transformational leadership tries to direct to a goal the values of each member and the aspirations of the school within a climate of mutual trust.

### **2.4. Transactional leadership**

Transactional leadership is the leadership model that focuses on the mutual exchange of promises between leaders and subordinates to provide rewards or provide benefits, which will result from the mutual satisfaction of the agreements that have been entered into (Bass, 1990). In this sense, transactional leadership uses the bureaucratic mechanism in order to accomplish the tasks it desires, while basing its entire structure on a broad reward-punishment system (Tracey & Hinkin, 1998). Dealing with paperwork and dealing with everyday life is highly associated with administrative leadership (Harris, 2005). The leader in transactional leadership constantly monitors their subordinates and evaluates their efforts. His intervention is only in exceptional cases, when subordinates flagrantly violate agreed standards and procedures (Antonakis et al., 2009).

### **2.5. Distributed or distributed leadership**

Distributed or distributed leadership refers to the processes by which leadership ceases to be the monopoly of one individual, the leader, and becomes a common practice distributed among many individuals (Spillane et al., 2004) or incorporates many groups and individuals (Passiardi, 2012). Therefore, leadership is carried out through the interaction of school unit managers with their subordinates, that is, in a substantial shift of leadership responsibilities to people who, until that time and because of their position, are uninvolved in the educational process (Spillane & Diamond, 2007).

### **2.6. Ethical leadership**

The definition of ethical leadership is given in contrast to the logic with which a business is run. In the case of business we refer to a for-profit organization that aims at profit and its entire organizational structure, goal setting and perspective revolve and are directed by it. Strategic choices are always aimed at multiplying output productively and maximizing sales and profits, while the ethics underlying these strategies are of little or

no concern. Leadership in this case is vertically integrated and any participative action is determined by the possibility or not of a profit for the company. In the case of the school, however, the aim is governed by a moral connotation and is not only concerned with the development of those skills that will bring about a secure working future, but seeks to make the students pursue principles, based on which they will proceed in their lives. The main elements in this case are cooperation, teamwork, individual personality development, the cultivation of critical thinking, democracy in decision-making and freedom of speech and thought (Wong, 1998).

### **2.7. Interpersonal leadership**

Interpersonal leadership is characterized by interpersonal intelligence, which is the ability to approach, relate to, and understand others based on their moods, motivations, aspirations, and temperament. This ability is particularly useful for teachers and requires a particularly developed language ability of the teacher (Gardner, 1999). Interpersonal intelligence is directly related to every activity that takes place in the school, whether it concerns daily school life or is related to the complexity and management of the organization. Its basic elements are the cooperation of all the bodies of the school community under the leader, in order to achieve the goals they set, but also the relationships, on a personal level, that the leader develops with each member of the school unit, which in themselves are judged particularly important. In this sense, any other leadership model is judged as insufficient if it has not managed to integrate interpersonal intelligence as a basic component of its theory.

### **2.8. Contingent leadership**

Today's multidimensional school requires a leader who, depending on the situation he is called upon to face, chooses one or the other strategy, through a multitude of techniques, strategies and opinions, and tries to overcome the problem by acting as a team (Leithwood et al., 1999). . This is the type of leader in contingency leadership, who knows that management is characterized by elements such as unpredictability, randomness or by complex situations that require special handling and is always ready to respond. This will be achieved by understanding that there is no management recipe that can work effectively in every consideration that will arise in the daily life of management, much more so when the organization is a school, that is, an organization characterized by a multidimensional background depending on its geographical location distribution or its social and economic dimension (Bush, 2007).

### **2.9. Postmodern leadership**

Postmodern leadership refers to management that is concerned with postmodern understandings and places at the center of its interest the experiences of each leader and the way he uses them as a projection in future situations. In other words, it examines how the knowledge that comes from the past reflects in the future but on a personal level, as each person is a separate entity and acts differently (Chronopoulou, 2012), but also because reality, usually, has more than one aspect, which also requires differentiated treatment (Biniari, 2012). Consequently, the experiences as a basis for dealing with the challenges of the future do not concern only the leaders but the entire workforce of an organization, who are invited to contribute their own experiences with which to create good practices for dealing with the problems. The leader in this leadership must recognize the value of his partners and work with them in finding a solution based on experiences that will come from one member of the group but will concern it as a whole (Bush & Glover, 2003).

### **2.10. Servant leadership**

Servant leadership is the type of leadership in which the leader puts himself at the service of all the members of the cooperative group by seeking to satisfy their needs and thus ensure their commitment to pursue the organization's goals by all their strength. In other words, servant leadership justifies Greenleaf's phrase that the reason for the greatness of great leaders is that they are servants first (Greenleaf, 1970).

## **3. The Leader in Education**

### **3.1. The effective leader in education**

Each leader, depending on his particular personal characteristics, qualifications and weaknesses, satisfies one of the leadership models analyzed above. The ability to respond to one or the other attribute gives leaders the appearance of a title that places them in one category or the other. The term "epiphany" is used here to indicate that this ranking is not true, because all successful leaders essentially follow the same practices. What essentially differentiates one from the other is not the strategy but the way of its implementation (Leithwood et al., 2006). It is also commonly accepted that schools that are characterized as successful owe their success to the existence of a strong leadership. In these schools, the leadership follows practices that are directly related to the existence and promotion of a vision, the choice of target location, the great empathy that distinguishes them but also their tendency to help their partners develop both professionally and as personalities and the careful effort

them to change the school through teaching programs and careful observation of teaching methods (Vassiliadou, 2017).

### **3.2. Leadership and job satisfaction**

Job satisfaction is a determining factor in order for an employee not to want to leave the work he is doing but at the same time to seek his improvement and the maximization of his performance in it (Shen et al., 2012). Extending this finding, it is understood that the responsibility of the school leader is to ensure a pleasant working climate for all those involved in the learning process as well as the employees in the organization he manages (Saiti & Fassoulis, 2012). Therefore, the job satisfaction of a school's teachers is directly related to the qualifications of the school principal (Lee et al., 1991). In order for the manager to achieve the existence of a good working climate, he must define the values and pursue the behaviors that will succeed in creating it. In other words, he must seek the cooperation of his fellow teachers in the leadership of the school, which will stimulate their commitment to a common outcome, while at the same time empowering his colleagues by showing personal concern for their personal and professional improvement. In addition, he will deal with any problems that arise with a willingness to cooperate and empathize, seeking consensus and letting the teacher understand that he will be a valuable helper (Saiti, 2007).

## **4. Research Methodology**

### **4.1. Purpose of the research**

The purpose of this study is to record the attitudes, perceptions and opinions of teachers regarding the successful director of a modern primary education unit. Recording the perceptions of primary school teachers demonstrates which of these characteristics of the modern principal are important and to what extent, as well as which of them teachers focus on by gender.

### **4.2. The Identity of the research**

#### **4.2.1. Choosing a research method - The research tool and its structure**

The present research is quantitative, descriptive (Filiat, 1996) and primary (Bokos, 1998). It is based on sample research with a standardized questionnaire, which enables approaching a large part of the population, easy data processing with statistical processing programs (Athanasidou, 2000), but also the possibility of describing current situations by correlating individual characteristics (Cohen et al., 2008). For its design, the largest part of a weighted questionnaire from the literature was used (Stasinou, 2012). The reliability of the questionnaire was calculated by testing the Cronbach's Alpha reliability coefficient (Filiat, 1996). The 35 questions related to the manager were studied and divided according to the leadership model they refer to and five groups of propositions emerged. For the first group of propositions referring to Administrative leadership the value is 0.927, for the second (Pedagogical leadership) it is 0.900, for the third (Transformational leadership) it is 0.905, for the fourth (Distributed or distributed leadership) it is 0.850 and for the last (Contingent leadership) value is 0.798. The high values recorded in all groups of questions attest to the high reliability of the questionnaire (Field, 2016). The validity of the conceptual construct was assessed by piloting it to a group of 17 teachers of the Prefecture of Ioannina, who were randomly selected and represented 8% of the questionnaires distributed in total (Burke Johnson & Christensen, 2017).

The questionnaire as a whole contains "closed" type questions of various formats, as it includes multiple choice questions, questions of qualitative grading of the answers and others (Robson, 2007). It is structured in three parts: the first part concerns five questions of a demographic and introductory nature, which relate to the respondents' gender, age, total years of service in education, specialty and academic qualifications. The second part consists of 2 "special" questions related to the person, responsibilities, abilities and skills of the director of the school unit served by the answering teacher (Saitis, 2008a). The first of the two questions concerns the responsibilities with which the principals of the school units, in which the interviewed teachers serve, are engaged on a regular or less frequent basis, and the next one concerns the skills and abilities that the principals of the school units of the teachers have sample (Saitis, 2008b). In the third part of the questionnaire, the beliefs of the teachers are recorded, as in the second part, with the difference that this time they measure the perceptions of the ideal principal of a school unit, as perceived by the teachers in the sample. For the questions of the second and third part, grading has been chosen through a seven-point Likert-type scale (1: I completely disagree - 7: I completely agree) (Zafeiropoulos, 2015).

#### **4.2.2. Population, sample, research method and procedure**

The research was carried out from August to October 2017. The population of the research was the 1,129 primary education teachers of the Prefecture of Ioannina and a sample of 210 teachers, who were selected using the random sampling method (Paraskevopoulos, 1993, vol. 2). The questionnaires were distributed to the

teachers of our sample mainly in electronic form and a few times in printed form. Everyone was informed about the purpose of the research, clarifications about the questionnaire, the confidential nature of the questionnaire was explained as well as the fact that its use would only be for research purposes, guarantees were given regarding its anonymity and the design of the optional, anyway his character, the possibility of leaving at any time of the teacher in question was confirmed. A total of 210 questionnaires were distributed, of which 196 were completed (93.33%), a particularly high participation rate. The data were processed using the statistical package of IBM SPSS v. 22.0 (Field, 2016).

## 5. Presentation of the Findings

### 5.1. Presentation of demographic characteristics

A total of 196 primary education teachers of the Prefecture of Ioannina participated in the study, of which 114 were women (58.2%) and 82 (41.8%) were men. The largest percentage of respondents were between the ages of 41 - 50 (43.9%), while there were also many teachers aged 51 - 60 (36.2%). Regarding the educational experience, half of the teachers have 11 - 20 total years of service, while secondly they have 21 - 30 years of service (37.2%). Regarding their specialties, the largest percentage are teachers in PE70 - teachers (rate 70.4%) while the rest of the teachers' specialties are expressed in percentages from 3.6 to 11.7%. Regarding the studies (Table 1), most teachers are graduates of the Pedagogical Department of Primary Education (18.7%), followed by holders of other HEI or TEI degrees (16.3%). The number of Pedagogical Academy graduates is also large (14.3%), while approximately one in two respondents has a degree in foreign languages (18.7%).

Χαρακτηριστικά του μορφωτικού επιπέδου των εκπαιδευτικών			
	Απαντήσεις		Ποσοστό επί των συμμετεχόντων
	Πλήθος	Ποσοστό	
Πτυχίο Παιδαγωγικής Ακαδημίας	70	14,3%	35,7%
Πτυχίο Παιδαγωγικού Τμήματος Δ. Ε.	92	18,7%	46,9%
Δίπλωμα Διδασκαλείου	65	13,2%	33,2%
Άλλο πτυχίο ΑΕΙ / ΤΕΙ	80	16,3%	40,8%
Μεταπτυχιακό τίτλο	41	8,4%	20,9%
Διδακτορικό τίτλο	5	1,0%	2,6%
Πτυχίο ξένων γλωσσών	92	18,7%	46,9%
Βεβαίωση ή πιστοποιητικό ετήσιας επιμόρφωσης	46	9,4%	23,5%

Πίνακας 1. Χαρακτηριστικά του μορφωτικού επιπέδου των εκπαιδευτικών

### 5.2. Description of quantitative findings

In the answers of the teachers regarding their degree of agreement to questions related to the occupation of the principal of the school unit in which they serve, with the responsibilities of his position, the belief that the principals of the Prefecture of Ioannina fulfill, to a degree at least satisfactory, responsibilities related to their role as school unit managers. In more detail, the teachers agree with degrees of agreement ranging between simple and absolute agreement that the managers of the Prefecture take care of the cleanliness, safety and maintenance of the school building and the equipment of the school unit (92.34%), they take care for the processing of correspondence, the maintenance of the file and official books of the school unit (93.36%), they ensure compliance with the laws, circulars and decisions issued by the competent bodies of the administration (93.88%) and they take care of the service issues of the teachers (94.39%). With a very high degree of agreement, they also accept that the managers of the Prefecture of Ioannina take care of securing the financial resources of the school unit and of school board issues (85.2%), they deal with solving problems between teachers, students and with the settlement of any conflict at school (85.2%), they communicate and cooperate with parents on issues concerning the school and students (89.8%). Smaller degrees of agreement, while recording higher percentages for those teachers who do not take a position, are recorded in issues concerning the opinions, how the directors of the Prefecture of Ioannina communicate and cooperate with the teachers, guide and advise them (74.49%), they cooperate with local authorities and social agencies (78.07%) and give directions to teachers for the proper exercise of their duties and inform them of important issues (77.04%). On the contrary, the perception that principals deal with the training of teachers in innovative educational programs finds most teachers in agreement (48.47%), but there is also a significant percentage (20.4%) who disagree and an even higher percentage who do not take a position (31.12%). Without the involvement of the teachers of the school unit, so exclusively in matters of administration, it seems, however, that there is a greater involvement of the principals, an opinion with which 65.31% of the teachers agree, 16.32% disagree and do not take a position 18.37%.

Regarding issues that arise from the role of managers and should be dealt with, the respondents have a very low degree of agreement with the opinions that their managers organize seminars and discussions with pedagogical content (44.38%, while 33 disagree .16%) and even less how they guide teachers and inform them about new methods and teaching practices (35.71%, while 33.67% disagree). Finally, the interviewed teachers disagree with how their managers evaluate the teachers' teaching work (35.2%, against 32.65% who agree and 32.14% who do not take a position).

With reference to the abilities and skills of the principals of the school units in the Prefecture of Ioannina, in which the research teachers serve, the respondents agree to a very high degree that their principals have a clear vision and specific goals for the school unit (72.46 %), they have the ability to communicate (80.61%), cooperate (78.06%) and perceive (84.19%), while at the same time they have resistance to pressure and stress (76.53%). Regarding the individual characteristics of their managers, teachers agree that they have individual characteristics that make them capable of the position they hold, since they are decisive (73.47%), responsible (88.77%), hardworking (88.77 %) and to a lesser extent objective (66.33%, while 14.28% disagree and 19.39% do not take a position). Also, regarding the level of the principals' pedagogic and administrative training, teachers agree that their principals are pedagogically (74.5%) and administratively qualified (79.6%). Finally, regarding the administrative characteristics of the principals, the teachers agree that they solve administrative problems at school (90.31%), that they resolve conflicts at school (79.6%), that they create an appropriate pedagogical climate in the school unit (76.53 %), how they encourage and support the educational staff (72.45%) and how they take initiatives (67.86%). To a lesser extent, they solve teaching problems at school (67.35%, against 16.32% who disagree) and guarantee teachers participation in decision-making in the school unit (66.84%, against 14.28% who disagree and 18 .88% who do not take a position). To an even lesser extent, they make pedagogical use of New Technologies and the internet (56.63%, against 20.4% who disagree and 22.96% who do not take a position) and implement innovative educational programs (47.44%, against 17, 85% who disagree and 34.69% who do not take a position).

Seeking the comparison between the principals of the school units of the Prefecture of Ioannina and ideal principals, in order to measure the deviation, the valuation of the same questions was measured through descriptive and statistical procedures, this time regarding the role of an ideal principal of a school unit. In the teachers' answers regarding their degree of agreement to questions related to the engagement of an ideal principal with the responsibilities of his position, almost all the answers are distributed in the categories indicating agreement ("Agree", "Strongly agree" and "Agree absolutely"). In more detail, the teachers agree that the ideal manager ensures compliance with the laws, circulars and decisions issued by the competent administration bodies (97.45%), as well as for the teachers' official matters (96.94% ), deals with solving problems between teachers, students and settling any conflict at school (96.43%), communicates and cooperates with parents on matters concerning the school and students (95.92%), takes care of processing the correspondence, maintaining the file and official books of the school unit (95.41%), taking care of securing the financial resources of the school unit and for matters of the school committee (93.88%), communicates and collaborates with teachers, guides and advises them (93.37%). The ideal principal also cooperates with local authorities and social agencies (89.79%), takes care of the cleanliness, safety and maintenance of the school building and school equipment (89.29%), promotes new educational programs in school unit and implements innovations (89.28%), gives directions to teachers for the correct exercise of their duties and informs them about important issues (88.77%), organizes seminars and discussions with pedagogical content (86.74%), deals with the training of teachers in innovative educational programs (86.73%) and guides teachers and informs them about new methods and teaching practices (76.53%). Finally, the interviewed teachers seem to agree to a much lesser extent that the ideal principal evaluates the teaching work of the teachers (rate of 54.59%, against 24.49% who disagree and 20.92% who do not take a position).

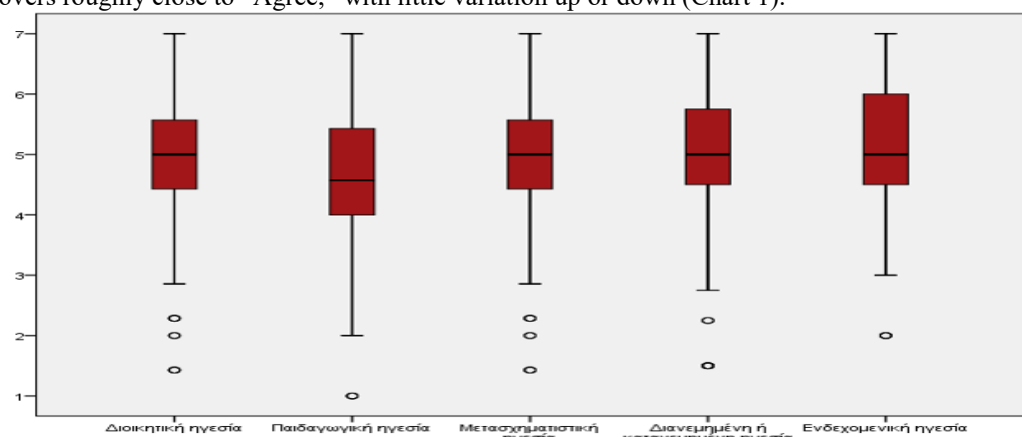
Regarding the abilities and skills that ideal managers have, the teachers agree almost to an absolute extent (rates from 96.94% to 99.5%) that ideal managers have cooperation and communication skills, resistance to pressure and stress, perceptive ability and have a clear vision and specific goals for the school unit. Regarding the individual characteristics of ideal managers, the respondents agree that they have individual characteristics such as objectivity (99.5%), great administrative training (99.5%), hard work (99.49%), responsibility ( 99.49%), determination (99.49%) and pedagogical training (97.96%). Finally, regarding the administrative characteristics of ideal principals, teachers agree that they are capable of creating an appropriate pedagogical climate in the school unit (99.5%), solving administrative problems in the school (98.98%), resolving conflicts in the school (98.98%), encourage and support teaching staff (98.98%), take initiatives (97.45%) and guarantee teachers' participation in decision-making in the school unit (95.41% ). They are also able to make pedagogical use of New Technologies and the internet (91.84%), implement innovative educational programs (86.23%) and solve teaching problems at school (84.69%).

### 5.3. Description of correlations of the variables

In the framework of the research, a wide range of correlations of the questions was carried out in order to demonstrate statistically significant differences between the answers concerning the active directors of the Prefecture of Ioannina and the ideal directors of school units, as perceived by the teachers of the research. From the correlation of parts II and III of the questionnaire, statistically significant differences emerged in only two sub-questions. In both cases, the teachers believe that the directors of the school units of the Prefecture of Ioannina should deal to a greater extent with training in innovative programs and with the organization of seminars and debates with pedagogical content. In a similar way, the teachers of the research consider that all the skills and abilities of the managers of the Prefecture of Ioannina, even though they are at a high level, should become more intense, in order to approach to an absolute degree the ideal managers, as envisioned by the teachers who participate in the research. The research reaches the same conclusions after the overview, in statistically significant pairs, of the parameters related to the individual characteristics of the managers. The respondents believe that their managers should strengthen their individual characteristics in order to approach the ideal managers. By comparing statistically the parameters related to the administrative characteristics of the managers, once again the same results are obtained between the pairs. The teachers of the research believe that the managers of the Prefecture of Ioannina must intensify their efforts in order to acquire administrative characteristics to a higher degree in order to approach the ideal manager.

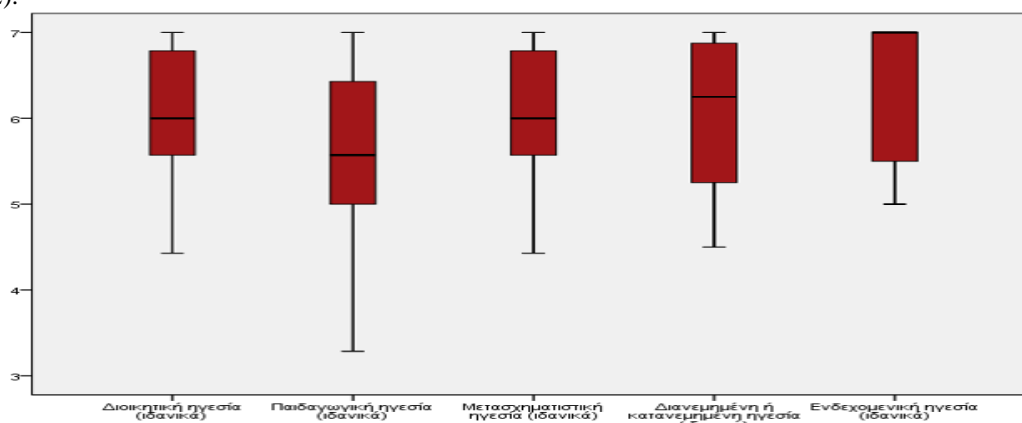
### 5.4. Description of correlations of the variables according to the type of leadership

From the study of the groups of questions that refer to each type of leadership, it emerged that the answers related to the current principals of school units in the Prefecture of Ioannina do not differ statistically significantly, regardless of the leadership model they refer to. The average of responses to each leadership model hovers roughly close to “Agree,” with little variation up or down (Chart 1).



Γράφημα 1. Βαθμός συμφωνίας ή διαφωνίας με τα χαρακτηριστικά και τις ικανότητες και δεξιότητες των διευθυντών σχολείων του Νομού Ιωαννίνων, ανάλογα με τον τύπο ηγεσίας

Evaluating the responses of the teachers related to the ideal principals of school units, it also emerges that they do not differ statistically significantly, regardless of the leadership model they refer to. The average of responses to each leadership model hovers roughly close to “Strongly Agree,” with little variation up or down (Chart 2).



Γράφημα 2. Βαθμός συμφωνίας ή διαφωνίας με τα χαρακτηριστικά και τις ικανότητες και δεξιότητες των ιδανικών διευθυντών σχολείων, ανάλογα με τον τύπο ηγεσίας

In all cases, there are differences between the responses of the teachers, regardless of the leadership model, of approximately one unit, from the grade "Agree" for the current principals of the school units of the Prefecture of Ioannina to the grade "Strongly agree" for the ideal managers.

Finally, from the correlation according to the demographic data, the only statistically significant difference that emerges concerns the model of pedagogical leadership. The teachers who have little experience believe to a lesser extent that this leadership model is recorded in the school units of the Prefecture of Ioannina, in relation to the view held by the teachers with the longest experience (>30 years).

## **6. Discussion - Conclusions**

From the findings of the research that answer the questions raised, the perception emerged that the managers of the Prefecture of Ioannina gather many abilities and skills both at the individual and at the pedagogical or administrative level, which contribute decisively to the effective exercise of management in the school units they manage. However, since these abilities are not fully formed and leadership has an empirical character rather than a scientific one, a more multidimensional knowledge of the subject of management is required, which can only come through studies. The teachers of the present research seem to be seriously worried about the way in which the school unit can function better and the role of the principal in it. The complexity of his role certainly does not allow a one-dimensional approach and may require a collective approach and participation. In this context, the teachers of the research demand a greater development of the administrative characteristics, in each administrative model, as it seems that the use of each model separately is not enough to cover the wide spectrum with which the director of each school unit is asked to deal.

All this presupposes a high knowledge of administrative science and a corresponding pedagogical background that will allow managers to easily move from one administrative model to another, depending on the situation that presents itself each time and the goals that are set. The strictly administrative or the strictly pedagogical character of management is now impossible to absorb all the developments of science, and those managers who try to make exclusive use of them have from the outset failed in their task. After all, the high training of teachers, a fact that emerged from the present research, would allow the sharing of leadership in groups that operate within the school, have common values and seek common results. However, in order for this to become possible, the principal himself must first be trained in matters of organization and administration of educational units, something that most principals today do not have and operate rather empirically (Daraki, 2007). This training, either in the form of an extension of the basic degree or in the form of a long-term training seminar, should be a condition for assuming the duties of a school unit director. Parallel training of this type should also exist for teachers of all specialties, who may potentially be participants in the exercise of administration or be called upon to assume the position of director in the school in the future.

In particular, regarding the question of which characteristics of the modern head of primary school units are considered important by the teachers of the Prefecture of Ioannina and to what extent and which of these characteristics do they consider that the principals of primary education of the Prefecture of Ioannina possess and to what extent, the responses of the present survey showed that the characteristics and responsibilities listed above and related to the ideal manager are all considered very important for the primary education teachers of the Prefecture of Ioannina, to their maximum extent, apart from the competence of evaluating the educational work, for which the teachers do not consider to be consistent with the duties of the ideal principal (Stivaktakis, 2006). Also, they consider that the teachers of the Prefecture of Ioannina have all the required characteristics that an ideal principal should have, however more work is needed so that the exercise of responsibilities, the individual and administrative characteristics of their principals are considered ideal, as they were evaluated by a level "poorer" than what they believe an ideal principal of primary education units should possess. These data also confirm the research hypothesis, according to which "There is no significant discrepancy between the ideal leader and the real one, as perceived by the teachers". Indeed, the teachers of the Prefecture of Ioannina consider that their principals are at a particularly high level in terms of their individual and administrative characteristics as well as the responsibilities they deal with, which is also confirmed by relevant surveys (KANEP - GSEE, 2016). However, because there is always room for improvement, this gap between real management and ideal management is pointed out by research educators, wishing to strengthen the existing characteristics of managers.

In relation to the question, "if gender, age, years of service, specialization and qualifications differentiate the way teachers perceive leadership in school" the answer is negative, as unique differentiation appears in the perceptions of pedagogical leadership, where teachers with little experience consider to a lesser extent that this leadership model is recorded in the school units of the Prefecture of Ioannina, in relation to the view held by teachers with more experience.

Regarding the question of which leadership models seem to be applied by the principals of the primary education school units of the Prefecture of Ioannina according to their manifested attitudes and behaviors, as they are perceived by the teachers, the results of the research showed that they use the models of Administrative,



Pedagogical, Transformational, Distributed or Distributed and Contingent leadership. The distribution in these models is at roughly equal levels with a smaller distribution in Pedagogical leadership and a larger one in Contingency, which is easily explained if we take into account the general retreat of the pedagogical treatment of knowledge, the emphasis on skills and the ability to deal with various problems. At the same time, the diversity of the managerial role requires him to maneuver and deal with each situation with a different tactic in order to maximize the benefits for his school unit. This distribution responds negatively to the research hypothesis, which concerns the opinion that the administrative-bureaucratic leadership model is more important than other administrative models in the modern school. The teachers of the present research seem not to share this opinion, preferring, essentially, other models, as more important in the everyday life of the school today.

## **7. Proposals**

The little engagement with issues of pedagogical guidance and training of teachers in innovative education, the few organization of seminars, discussions of pedagogical content and updates on new methods and teaching practices, reduce or in some cases remove the pedagogical character of the administration and essentially confirm the centralized character of the educational system, which derives from the circulars and detailed curricula. However, although no autonomy is provided to the educational unit, the role of the director includes the pedagogical dimension, which should coexist with the administrative dimension of his role. The pedagogical dimension is non-negotiable in the educational systems of other countries and it is the duty of the director, where there is no specialist scientist charged with the duties of an educational head of department, to undertake the guidance and counseling of teachers in the teaching practice himself (Jasemis, 2001). The teachers of the research are still divided as to whether or not the directors of the school units of the Prefecture of Ioannina have an active role as evaluators of the teaching work of the teachers. Distrust of the principal's role as evaluator, according to research by the Department of Education Quality of the Institute of Education, stems from teachers' fear of subjective evaluation that will aim to manipulate and blame teachers for all the ills of education. At the same time, the teachers consider the procedures proposed from time to time by the Ministry of Education to be questionable, while at the same time questioning the abilities of the evaluators. Thus, an unchanging and objective process is proposed, so that it can be accepted by teachers (Zouganeli et al., 2008).

In this context, it is proposed to redefine the role of the director of primary education units with manager dimensions, completely free from teaching duties and bureaucratic obligations, which will be undertaken by secretaries (Bouradas, 2005). The director's role should be guiding and advisory and aimed at mobilizing all the forces of the school unit in order to achieve a more orderly operation, improvement of the educational work provided, a high degree of autonomy and fulfillment of the school's vision and mission. At the regional level, a board of directors is proposed that will aim at participatory decision-making regarding education in the region where the school unit is located and will thus decentralize the central administration of the Ministry of Education, which will have a coordinating role. In addition, because the professional development of managers is also necessary in order to be able to respond to their work, it is proposed to develop an organized program from which the future managers of education will emerge, through their systematic training in matters of organization and management of school units and their periodic training in general technology issues, educational activities and innovative programs. Finally, cooperation with school units abroad is suggested, from where one can obtain know-how or enter into partnerships that will benefit the entire educational unit that he directs.

## **Bibliography**

- [1]. Antonakis, J., Ashkanasyb, MT, Dasboroughc, MT, (2009). Does leadership need emotional intelligence? *The Leadership Quarterly*, 20 (2): 247 - 261.
- [2]. Athanasiou, L. (2000). *Research methods and techniques in the medical sciences*. Ioannina: University of Ioannina.
- [3]. Bass, B. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18: 19 - 31.
- [4]. Biniari, L. (2012). *Development of school unit self-assessment tools aimed at leadership for learning. Portrait and profile*. Unpublished PhD thesis. Department of Education and Early Childhood Education Sciences, University of Patras.
- [5]. Blase, J., & Blase, J. (1999). Effective Instructional Leadership: Teachers' Perspectives on How Principals Promote Teaching and Learning in Schools, *Journal of Educational Administration*, 38(2), 130 - 141.
- [6]. Bokos, G. (1998). Unified information space: the role of academic Libraries in the Greek environment in *Proceedings of the 7th Panhellenic Congress of Academic Libraries. Organization and Cooperation of*

- Academic Libraries in the digital age, November 4-6, Volos, University of Thessaly. Retrieved on 12.08.2017 by:  
<http://docplayer.gr/1194602-Eniaios-horos-pliroforisis-o-rolos-ton-akadimaikon-vivliothikon-sto-elliniko-perivallon.html>
- [7]. Bouradas, D., K. (2005). *Leadership: The Road to Sustained Success*. Athens: Kritiki Publications SA.
- [8]. Burke Johnson, R & Christensen, L. (2017). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (6th ed). Thousand Oaks, California SAGE Publications, Inc.
- [9]. Bush, T. & Glover, D. (2003) *School Leadership: Concepts & Evidence*. Nottingham: National College for School Leadership.
- [10]. Bush, T. (2007). Educational leadership and management: theory, policy and practice. *South African Journal of Education*, 27(3), 391 - 406.
- [11]. Chronopoulou, S. (2012). *Forms of educational leadership in Primary Education. Empirical study. Unpublished Master's Thesis, Department of Home Economics and Ecology, Harokopio University. Athena.*
- [12]. Cohen, L., Manion, L., Morrison, K. (2008). *Educational research methodology*. (S. Kyranakis, M. Mavraki, C. Mitsopoulou, P. Bithara, M. Filopoulou, translation). Athens: Metaichmio.
- [13]. Daraki E. (2007). *Educational leadership and gender*. Thessaloniki: Epicenter.
- [14]. Field, A. (2016). *The investigation of statistics using IBM's SPSS* (1st Greek edition from 4th English edition) (M. Mavri, G. Giosos, edited), Propompos Publications.
- [15]. Filias, B. (1996) (ed.). *Introduction to social research methodology and techniques*, Athens: Gutenberg.
- [16]. Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- [17]. Greenleaf, RK (1970). *The servant as a leader*. Indianapolis, IN: Greenleaf Center. [In Barbuto, JE, & Wheeler, DW (2006). *Scale Development and Construct Clarification of Servant Leadership*. *Group & Organization Management*, 31(3), 300 - 326.]
- [18]. Harris, A. (2005). *Leading from the chalk-face: an overview of school leadership*. *Leadership*, 1(1): 73 - 87.
- [19]. Hater, J. & Bass, B. (1988). *Superiors' evaluations and subordinates' perceptions of transformational and transactional leadership*. *Journal of Applied Psychology*, 73: 695 - 702.
- [20]. KANEP - GSEE (2016). *The basic dimensions of education. Greek Primary and Secondary Education. Part B: The national reference framework (2001 - 2014)*. Retrieved on 12.09.2017 by: <http://www.kanep-gsee.gr/wp-content/uploads/2017/04/ETEKT2016.pdf>
- [21]. Katsaros, I. (2008). *Organization and Administration of Education*. Athens: Ministry of National Education and Religious Affairs - Pedagogical Institute.
- [22]. King, D. (2002). *The Changing Shape of Leadership*. *Educational Leadership* 59, 61-63.
- [23]. Lee, V., Dedrick, RF, & Smith, J. (1991). *The effect of the social organization of schools on teachers' efficacy and satisfaction*. *Sociology of Education*, 64, 190 - 208.
- [24]. Leithwood, K. & Duke, DL (1999). *A century's quest to understand school leadership*. In J. Murphy and KS Louis, (Eds.), *Handbook of Research on Educational Administration: a project of the American Educational Research Association* (pp. 45 - 72). San Francisco: Jossey-Bass publishers.
- [25]. Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006). *Seven strong claims about successful school leadership*, Nottingham, National College for School Leadership.
- [26]. Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing Leadership for Changing Times*. Buckingham: Open University Press.
- [27]. Paraskevopoulos, I. N. (1993). *Scientific research methodology*, volumes A and B. Athena.
- [28]. Passiardis, P. (2012). *Successful School Principals. International Research Trends and the Greek Reality*. Athens: Ion.
- [29]. Robson, C. (2007). *Real world research. A tool for social scientists and professional researchers*. (Vasiliki P. Dalakou, Katerina Vasilikou, translation). Athens: Gutenberg - Giorgos & Kostas Dardanos.
- [30]. Saiti, A. (2007). *Main factors of job satisfaction among primary school educators: Factor analysis of the Greek reality*. *Management in Education* 21(2): 28 - 32.
- [31]. Saiti, A., & Fassoulis, K. (2012). *Job Satisfaction: Factor Analysis of Greek Primary School Principals' Perceptions*. *International Journal of Educational Management*, 26(4): 370 - 380.
- [32]. Saitis, X. Ath. (2008a). *The Principal at the Public School*. Athens: Ministry of National Education and Religious Affairs, Pedagogical Institute.
- [33]. Saitis, X. Ath. (2008b). *Organization & Management of Education: Theory and Practice*. Athens: Self-publishing.
- [34]. Sergiovanni, T. (2001). *Leadership: What's in it for Schools?* London: Routledge Palmer.

- [35]. Shen, J., Leslie, J. Spybrook, J. & Ma, X. (2012). Are Principal Background and School Processes Related to Teacher Job Satisfaction? A Multilevel Study Using Schools and Staffing Survey 2003 - 04. *American Educational Research Journal*, 49 (2), 200 - 230.
- [36]. Spillane JP, Diamond JB (2007). *Distributed Leadership in Practice*. New York, NY: Teachers College Press.
- [37]. Spillane, JP, Halverson, R., & Diamond JB (2004). Towards a theory of leadership practice: a distributed perspective. *Journal of Curriculum Studies* 36(1): 3 - 34.
- [38]. Stasinou, S. P. (2012). The evaluation of the role of the director of a Primary Education school unit from the point of view of the teachers of the city of Ioannina. Unpublished Master's thesis, School of Education Sciences, PTDE, University of Ioannina.
- [39]. Stivaktakis, E. (2006). The principal of the school as an agent and object of evaluation. A comparative study of the views of primary and secondary school principals. Unpublished PhD thesis. Department of Sciences of Preschool Education and Educational Planning, University of the Aegean. Rhodes.
- [40]. Tracey, J. & Hinkin, T. (1998). Transformational leadership or effective managerial practices? *Group & Organization Management*, 23: 220 - 236.
- [41]. Vasiliadou X. (2017). Evaluation of the opinions and implementation strategies of the Differentiated teaching of the Greek teachers of Primary Education. Unpublished Master's thesis. School of Social Humanities and Arts, Department of Educational and Social Policy, University of Macedonia, Thessaloniki.
- [42]. Wong, K., (1998). Culture and moral leadership in education. *Peabody Journal of Education*, 73(2), 106 - 125.
- [43]. Yasemis, X. (2001). The characteristics of the ideal principal in Cypriot Primary Education according to the opinions of teachers. *Modern Education*, 116, 86-100.
- [44]. Zafeiropoulos, K. (2015). *How to do a scientific paper. Scientific research and paper writing* (2nd Edition). Athens: Critique.
- [45]. Zouganelis A., Cafetzopoulos K., Sofou E. & Tsafos V. (2008). Evaluation of educational work and teachers. In "Quality in education: research on the assessment of quality characteristics of the primary and secondary education system". Athens: Ministry of Education, Pedagogical Institute.