"*Leadership style in a Greek School context*"

by

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This dissertation is submitted in the fulfillment of MBA degree of Staffordshire University and Technological Institute of Larissa

Dedicated

To

my two lovely

children,

Ntinos

&

Apostolis

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Thanks

I am very grateful **to my parents** and my husband, Mr. **Theodoros Ntafoulis**, as a School Principal with Master degree, for their help fulfilling this MBA course. I want to express my gratitude to my professors **Dr. Aspridis and Mr. Tselios** for their comments and their contribution to the preparation of this manuscript. Their criticisms were very helpful and resulted in various improvements. Also, I want like to express my thanks from my bottom of my heart to the School principals for their time and useful information upon which this inquiry is based on. The results of my thesis were helpful and supportive in the educational practices and inquiries.

Chapter 1

1.1 Introduction

In the last decades, the educational leadership in Greece has been popular and important component for educational reforms and changes (Saitis, 2008; Stravakou, 2003; Katsaros ,2008; Paraskeva et.al. 2008; Vrasidas et.al. 2004). According to foreign educational systems, changes that have been implemented in a schooling environment have resulted into remarkable effective educational outcomes (Ospelia school in Norway) (Moller et.al. 2009), National College for School Leadership (NCSL- England)-(Riley et.al.,2007). For instance, many discussions have been done for the Finnish educational system. A main question is of how foreign educational techniques may be applied in a Greek school context. Is it possible? And which dimensions in? And what reasons for? Of course, to answer these questions, it is necessitated to focus in the objectives of the schooling system. It is interesting to note that the years for educational reforms have not had no effect on student learning but increased confusion in educational environment.

The main focus of this paper is the interest in principal leadership as a means to promote the improvement of teaching and learning procedures within Greek schools. This paper reports on an inquiry about school principal leadership intended to help schools directors or teachers improve leadership and management skills. The findings of our survey appeared to help administrators to direct in a better way their school unit.

This paper views leadership as the practice of inspiration in the service of school productivity and effectiveness. The leadership is discussed as an accumulation of skills, perceptions, opinions, attributes, views, standards in order to deal with school issues and problems for better quality and growth. The principal leadership role can vary from one school to another and for that reason it is attempted to inquiry to few Greek schools in the area of Larissa in an approach to conclude which leadership style is much popular, nowadays, and which practices have been implemented by school administrators for the public school effectiveness. The current trend in schools is to enact change and reforms because of the urgent need to make a school open to local community, more competitive to market needs, more attractive to students and teachers. The main questions may be of how school leaders capture the need for

change, of how to enhance the development, how to facilitate the student achievement and how to create a smart school. This paper focuses of how Greek principals understand the need of a leadership style appropriate for the management and the administration of the school unit. Schools directors ' views are remarkably respectful considering that they play a crucial role in a daily basis in school.

The leadership phenomenon is not new in Greek literature. Many Greek authors have analyzed, discussed and captured the leadership attributes and its role. Saitis (2008, p.17) refer that " the administration demand specific skills by whom they do, like professional expertise, perception, inspirational skill, but character quality with basic elements dynamics , determination and power".

The words of Mr. John Akes (chairman of IBM) are very highlighting:

"Education isn't just a social concern, it's a major economic issue. If our students can't compete today, how will our companies compete tomorrow?"

It is known that the schooling system in Greece is centralized like in Cyprus and Israel. All of educational instructions and guidelines are given by superior authorities to the school principals (Brackmann et.al. 2010). Authorities are derived by the Greek Ministry of Educational, Lifelong learning and Religious Affairs. But, a school principal should be able to make adjustments and changes in issues that create a productive and effective learning climate within school (Moller et.al. 2009; Muchini et.al.2011;Kurland et.al.2010;Klaas van Veen et.al.,2001). A male or female school principal plays the role of mediator between the local society (students, parents etc.) and the educational officers in upper levels of educational authorities. Its willingness for changes depends on himself, and especially on, his leadership style and his organizational cultural beliefs. The relation of culture and leadership style is apparent. For instance, Gerstner and Day (1994, p.123) assert: "Because leadership is a cultural phenomenon, inextricably linked to the values and customs of a group of people, we do not expect differences in leadership prototypes to be completely random."

Nowadays, a Greek schooling environment should be more attractive than ever. Students by different socioeconomic status (SES), gender, educational backgrounds, cultural dimensions, religious affairs, family status, different countries etc. are going to school for learning and educational purposes. In public sector, an effective and

productive school is a pleasant and identical place for all. However, the effectiveness is derived, partially or holistically, by the principal leadership style. Muchiri M., et.al.(2011, p. 463) mention that "The influence of leadership on organizational outcomes is acknowledged in the organizational literature, with evidence suggesting that effective leadership enhances individual and team outcomes". Additionally, Muijs D., (2011, p.45) report "Leadership has long been seen as a key factor in organizational effectiveness, but interest in educational leadership has increased over recent decades". The role of a Principal is crucial factor for the school outcomes (Oplatka 2009;Riebe et.al.2010;Jonhson 1994; Dinham 2005;Parkes et.al. 2007; Wassmer 2011; Flores 2010; Ray K. 2007). To illustrate the latter, it is worthy noted that Wilkins R.,(2002, p.121) state that "School leaders act as gatekeepers and mediators between the school and its widers policy context, but this role embraces contrasting elements"….He continues that nowadays there is "a shift towards the schools as postmodern organizations".

It should be mentioned that a student has been changed a lot in many aspects of life. A pro-teenager or a teenager student may adopt and face difficult behaviours, different learning difficulties, various demanding learning needs, disorders, wayward habits etc. Within a school, a principal should cooperate with all of the students. A principal has said that "I try to develop leadership within individuals". Another one has said that "I try to to be very deliberate about asking questions and leading people to their own solutions" (Sanzo et.al.,2011). Here, it is interesting to note that Zairi (1995, p.33) report that "Student is not only the raw material but also the primary customer. Without students there is no education and in an environment where students can afford to choose, only providers who are focused on customers and their needs will attract the best recruits and in large quantities, thus enabling them to achieve superior competitive standards".

For a competitive schooling environment, educational leadership is one imperative component in relation with other variables for educational outcomes. Also, it should be noted that leadership acts as a group function (Dinham, 2005; Eyal et.al. 2011). As well, and the part of organizational culture is crucial in educational leadership. (Hallinger and Leithwood, 1996). However, many variables such as classroom

conditions and school conditions impact the school effectiveness (Leithwood, 2005; Leithwood & Jantzi 2000).

This study focuses to school leadership style, the relation with organizational culture, how effectiveness relates with both of them within a public sector Greek school context. Of course, without underestimating other functions and variables, we focus to the importance of leadership style as a step for the analysis of a school climate. Here, Hallinger & Heck (2010) report that "school leadership achieves this impact by shaping the conditions that build school capacity for change and foster effective teaching and learning".

In a Greek school of 21st century, with only the instructional guidelines and orders, it is not enough. Leithwood (1992, p.8) report, "the instructional leadership no longer appears to capture the heart of what school administration will have to become". He continues that "school administrators must focus their attention on using facilitative power to make second-order changes in their schools. Transformational leadership provides such a focus". Also, he pointed that "Transformational and transactional leadership practices are often viewed as complementary" (cited by Leithwood, 1992, p.9).

A pleasant school environment for all of its members creates all the necessary conditions for high quality academic standards. The main goal is to fostering the learning processes effectively and efficiently. Kurland et al. (2010,p.7) report that " The success of schools fundamentally depends on school leaders".

Keeping the latter in mind, this research aims to explore the leadership style of a Greek public sector School principal in the region of Larissa. The relation of this style with the organizational culture is the key for creating a good schooling climate. Trying to examine the leadership style of a Greek school, researching the literature review about the styles of principals of foreign schools (in USA, Scandinavian countries, North America, England), finding differences or similarities, making comparisons, all these may focus and see what changes should be done in a Greek schooling context in order to enhance the learning and educational environment.

1.2 Research Questions and Objectives

The **research questions** are as following:

1. Which style (transformational, transactional, laissez faire) is applied in a Greek school?
2. What are the correlations between cultural dimensions and transformational style of school principals?
3. Are the outcomes of effectiveness, effort and satisfaction of School Principals correlated to transformational leadership?

According to above, **the research objectives** are the following:

- To compare the leadership styles and practices of foreign principals and those of Greek principals
- To find if transformational leadership style has positive or negative settings.
- To identify the relation between the organizational culture and the leadership style
- To examine if a Greek principal may adopt or use the practices of other schools in order to improve the effectiveness of its own school
- To explore the values and culture dimensions of a School Principal for effective educational outcomes
- To identify the possible types of problems in a school context and some possible suggestions for solving these problems.
- To find out what a School Principal really needs for its school (skills, training and so on).

(Kest 2007; Wassmer 2011; Flores 2010)

Chapter 2

2. Literature Review

Talking about educational leadership we are talking about best practices or standards which are coming through surveys of schools administrators from the field of practice. Maxcy (2001, p.574) note that "school administrators translate what was known about effective leadership behaviours to the chaos and problems found in the schools". Leadership preparation programs for the position of a school administrator is the answer combined with practical artistry (full of rules, culture, standards, procedures and processes).

Here it is important to refer the significance of Mulford B. & Silins H., (2010) statements. 'The principal 's core values and beliefs, together with the values and capacities of other members of the school community, feed directly into the development of a shared school vision, which shapes the teaching and learning, student and social capital outcomes of schooling'(p.2). Moreover, Mulford & Silins (2010, p.10) state that 'A strong predictor of the school 'success in achieving Student Social Development is the Values and Beliefs of Teachers'. Also, 'Any principal's influence on student outcomes is indirect and mediated through teachers work'. Mulford & Silins (2010, p.16) write that 'Principals who lead schools in which the students succeed, work collaboratively with their teachers and involve them in identifying directions, planning strategies and developing systems and structures that promote teaching and learning, and therefore student achievement'.

2.1 School vs Business

It should be noted that schools are different than businesses as far as their strategy and their objectives. Schools operate for the good of those they serve in contrast to a business which focus for the profit of its owner or owners. There are of course common factors such as strategy, goals, effectiveness and productivity. These factors work in different terms. Lipman (2003, p. 11) report that "the schools are bureaucracies , with a rationalized distribution of authority, but their goal is the production of educated persons- persons who are knowledgeable as they need to be and as reasonable as they can be helped to be". The profit for a school is not money but knowledge, values (such as justice, equity, discipline, dignity, morality) for all the

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staff and people which concern and work in a school. The school director as a chief or boss contributes to the development of a school climate which embarks the above values and principals. This paper discusses leadership by the side of formal supervisors (who may or may not having leaderships attributes) and not by the side of leaders (who do not have authority positions). The interest point is to find out which attributes contribute to the transformational style. The building of a model would help us to see which culture values embark and enforce the leadership style. Of course the measurement of leadership style is derived by the considerations of outputs, performance and conduct of a school principal. (cited by Schafer, 2010).

Here it should be noted that there is a connection between school administrator and manager of an organization. A school director should, sometimes, behave as a manager executer. Subject 9 mention the role of a school principal as a manager. Wayne Hoy (2012, p.79) mention that "The managerial level was framed in terms of the principal's leadership: initiating structure to solve problems, consideration to assist and support teachers, influence to help and protect teachers, and resource support to secure the materials needed for teachers to succeed".

A school principal acts as a manager within school and follows a strategy which serve a pedagogical and productive climate. The school culture as part of organizational culture should help the educational learning process. How a school will go forward?

In a changing global turbulent environment, a school unit should be capable to adapt to changes and be more flexible in a local community. It is interesting to note the words of Valencia et.al.(2010) .They state that " ..the literature highlights the role of information technologies, firm strategy,..and organizational culture". They, also, continues that "organizational culture is considered in the literature as one of the factors that can most stimulate innovative behaviour among members of the organization. Since it influences employee behaviour, it may lead them to accept innovation as a fundamental value of the organization and to feel more involved in the business". (cited by Valencia et.al.,2010,p.467). Through innovation, and the need for innovation, employees , especially principals and teachers develop strategies for school's growth. Thus, a school success depends on human being behaviour. In other words, Thorbjornsen and Supphellen (2011, p.65) note that "a strong identity and

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corporate culture positively influence company success through e.g. lower employee turnover and positive organizational citizenship". Positive attributes of the working capital in a firm lead to a positive, creative and innovative strategy of the firm. Positive school climate improves school performance and students learning for knowledge.

The distinction between management and leadership is derived by literature. Particularly, Riley and Mulford (2007,p.89) mention that " leadership is a facet of successful management or alternatively that management is a facet of successful leadership". It is known that managers do things right, while leaders do the right things. A Greek school principal note that " A school principal plays the role of a manager and a leader many times in a day, changing its behavior without understanding".

2.2 General characteristics of a Greek School principal

In Greece, and by law no.3467/2006 (FEK 128,T.A) , the criteria of a school director have been categorized as :

- The professional and pedagogical constitution and expertise
- To official status and didactical experience
- To personality and general constitution of a candidate
  (Saitis, 2008, p.23)

Managerial skills such as ability of taking initiative or solving problems, are tools which used in schools activities and techniques. Here, it is important to note that the work of a school administrator is organized under the authority of the Ministry of Educational Affairs. The power is limited but he or she is the only responsible for the best management of available resources and materials in school. Responsibilities such as the school secretarial management, the school files management and updating, the personnel management, the service school books and covers, students registration files, the financial management and the maintenance of school buildings are affairs of a school administrator.

A school administrator as a supervisor

A school administrator is a supervisor for school operations management, human resources management, public relations management, school activities management, human relations management, school economic affairs management and so on.

The main concern for the school administrator is the educational design as a way of administration and management, as a mechanism of empowerment of a school unit and as a process of educational learning, collaboration, collaborative responsibility and improvement of all school factors (students, teachers, parents, community) , offering a way for an effective administration of all necessary changes for a productive and successful school. Still, a school administrator is responsible for the success or failure of the implementation of educational programming and design of the Ministry.

In particular, a school administrator as a head of the school unit should be informed for the overall path of implementation of tasks such as the books settlement, the class divisions, the teachers timetable, the courses timetable, the students absences, the presences of other people in school, the exams timetable, the checking of the students grades forms during semesters, the overall supervision for unpleasant situations such as the frictions between teachers, the need for taking actions in order to settle difficult events.

A school administrator as a coordinator

Moreover, through communication and personal relations with teachers and other staff, a school administrator should be work in balance and with collective thinking technique, in order to inform the association of teachers for the problems and workshops in school. He or she coordinates the implementation of school programs such as environmental educational programs, Cultural and arts issues programs and others.

A school administrator as a teacher

Sometimes, a school administrator, in last years, may teach courses of a specific didactical course because of the lack of other teachers or because of the obligation by Greek laws, in order to fulfill the didactical schedule. A school administrator should act as a respectful personality with the students, creating a pleasant didactical climate in class.

  A Greek school administrator should face the above responsibilities, having the many problems of the Greek educational system. There are no huge classrooms for Greek students, no teachers of specific expertise such as English, Italian etc., no computers laboratories and, above all, there are no enough money for the schools.

2.3 Max Weber for Leadership

According to Max Weber theory, the two paradigms within leaders act are transactions and transformations. Each leader may balance between the two paradigms in order to achieve successful results. A leader is a mediator of knowledge, experience and authority to its followers. A transformational leader is a charismatic one who acts effectively using personal stimulation and vision. The two types of Weber became later part of the three model of leadership.   Weber believed that transactional leaders were those that operate within the existing environment to change things. For example, he referred that the bureaucratic leader was a transactional leader.

Charismatic leaders were transformational leaders in Weber's model. These types of leaders were something like heroes. A transformational leader see things from different perspectives in order to approach the best solution in a problem, and in Weber's theory of leadership, they used personal charisma and personal stimulation for the change.

2.4 Principal Leadership

    This paper is not going to find the great male or female school administrator. But is going to give some hints of traits and attributes of school administrator. The core

practices are the development of people, the setting of directions and goals, the management of procedures and programs in his school-organization. (Crum et.al.,2009). Principal Leadership is affected by external factors which sometimes work as facilitators positively or as drawbacks negatively (Leithwood, 2005; Mulford & Silins 2010; Dinham 2005). Factors such as attributes of staffing, influences of parents, student background, school location and size, the local community, play a crucial role for the school climate. However, there are internal practices and factors which enhance the effectiveness of the educational outcomes. These internal aspects are going to be discussed later on. This research will be focus on the internal parameters of measuring the leadership style in a school context, using the instrument of MLQ-5X (Bass B. & Avolio B., 2004; Kest, 2007). Inspiration, individual consideration, intellectual stimulation and idealized influence are elements of transformational leadership. Further, contingent reward and management by exception (active and passive) are elements of transactional leadership. Certain questions from MLQ establish which criterion establishes transactional or transformational leadership. Also, this research will analyze the relation of leadership style with organizational dimensions of support and warmth, leadership, conformity, standards, rewards, organizational clarity and responsibility (Kolb et.al. 1995).

First of all, the development of a vision, goals, objectives, the development of a decision-making structure, the setting of specific rules according to the respectful and collaborative climate, the intellectual stimulation and the development of a supportive schooling system, are some of the practices which foster the effectiveness (Leithwood & Jantzi,1997,2000; Jacobson 2011). Apparently, these practices should take into account the school conditions. The vision and the purposes should include of what the members of the school understand as directions. As a school is a postmodern organization, the members are what we use "stakeholders". Interestingly, Birdthistle et.al.(2007,p.265) report that:" The central stakeholders are students, teachers (trainers), the educational institution and employers within the business community". All the stakeholders should participate, in order to improve the school effectiveness.

As far as effectiveness norm concerned, there are many approaches to the definition, according to the literature. Here, we set the norm **effectiveness** according to the following dimensions:

- A school "must not only qualify students for jobs in terms of required knowledge and skills but prepare them to function in a democratic society".(cited by Klaas van Veen et.al, 2001, p.178)

- "a school climate conducive to learning" (cited by Parkes & Thomas, 2007,p.210)

- "clear instructional objectives for monitoring and assessing student achievement"

- "basic skills instruction"

The role of principal is similar "of a change agent, an financial planner, marketer and entrepreneur" (Parkes & Thomas, 2001, p.211). That's why, the need to discuss this role within a Greek context is imperative. Also, it is necessary to refer of what Parkes et.al.(2007, p.210) said. They analyze the principal role and how it affects the whole schooling environment. They (2001, p.211) report that "the principal had a strong influence in establishing the general tone of the school"… " fostered and encouraged staff"…"placed a priority on symbolic aspects of school culture" ,"encouraged innovation and allowed staff to pursue special projects" and so on.

Above all, the principal style is affected by its own vision which may have a principal for the school. The vision may be "an image of the future of the organization indicating the direction to be taken" (cited by Kurland et.al., 2010, p.13). Additionally, Strange and Munford (2005, p.122) argue that "vision involves a set of beliefs about how people act, and interact, to make manifest some idealized future state". Within Greek school context, as a school teacher, the vision of a Principal should be a desire like hunger to make improvements and changes. In the figure 1., the relations and impacts of school effectiveness , school culture and leadership style are presented.(Kurland et.al., 2010)

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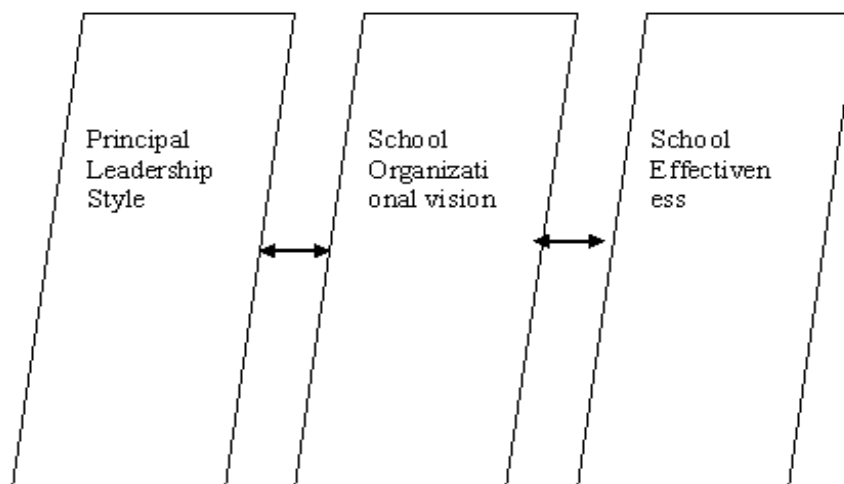
Figure 1.

2.5. Types of Leadership

In this section, we will discuss further with the leadership styles giving approaches to transformational and transactional style. According to the literature, there are many models of leadership. For instance, we have studied styles including characteristics of productive leadership, of pedagogical leadership, technology leadership, of collaborative leadership, sustainable leadership, moral leadership, distributed leadership and so on. (Hallinger et.al.2010; Hewsley-Brown et.al. 2005;Robinson V., 2008;Mulford et.al.2010;Niesch et.al.2010;Tschammen et.al.2000). Here, we attempt to study the three popular kinds of leadership such as transactional, transformational, and Laissez faire style in a school context. The characteristics of each of them are unique, as discusses later on. But, as we talk about educational leadership, the transformational leadership is appropriate style full of decisive ways for new changes. Nowadays, the research will attempt to see if transformational style has positive settings in a schooling system. Many schools abroad such as Brandonburg High school, Cape York and Torres Strait Island Schools, Ospelia Upper Secondary School, Roland Bennet of Alberta of Canada etc., have implement practices and techniques that lead to a successful learning and educational pathway (Flanagan et.al 2003,

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Moller et.al 2009,Thody A.,1998; Thody A. et.al 2007). It is interesting to see how these schools have been very successful but it is out of the framework of this research. My research will approach practices and techniques followed by foreign principals and if these practices should be implemented by Greek principals.

Of course, we do not expect to have miracles if we adopt these practices in a Greek school. The fact that there are differences between Greek and other international educational systems is a strong point for not being absolute. For instance, the Greek and the Cypriot Educational system is more centralized in all aspects. England schools are more self-managing businesses with strong government curricular control. In Sweden, the educational system is less extensive self management than English, has less extensive centralization than Greece and Cyprus but it has greater local government responsibilities. (cited by Thody A. et.al. 2007; Vrasidas et.al.2004). The USA system is more decentralized. As Dinham (2005, p. 348) report the changes are not going to "build Rome in a day". But, this research will give the opportunity to all of us and especially to principals for seeing the urgent for change, in Greece.

If a school principal sees that need, then it is a beginning for systemic forces. Forces like empowerment, collective learning, directions setting, collaborative processes, creativity and innovation in learning and teaching, all these lead to a successful school capacity. Jacobson S. (2011, p.35,) mention the "capacity building" as "creating conditions, opportunities and experiences for collaboration and mutual learning".

2.5.1 Transformational

Before talking about transformational style, it should be analysed the transformational learning. Transforming learning is dominant issue in the adult education affairs. According to Mezirow, transforming Learning refers to the process by which transforms the data frames of reference (system concepts, mental habits, etc.) to make them more comprehensively diversified, open, emotionally capable of change and thoughtfully so they can generate beliefs and opinions which will prove more true or justified to guide the Act (Mezirow, 2007).Also in his article «Transformative Learning as Discourse» (2003), Mezirow defines learning as the process by which problematic assumptions and expectations ("habits of mind" calls

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them, meaning entrenched ideas and opinions) transformed to become more ' flexible ', and just more open to change, when there are new data. This is the case of all teachers and principals. Learning through training can produce transformation of views that are entrenched in the way we understand and teach the lesson of a course. The building blocks for the theory of learning were transformed to describe the concepts of Habermas's communicative and instrumental learning as the main learning, recognizing the crucial role of dialogue in verifying beliefs and the idea that meditation is the way own design, who releases, and catalyzes the restrictive power of uninvestigated beliefs (Mezirow et. al., 2007).The instrumental learning involves problem-solving process-oriented manipulation of the environment or other people to say how to do various things while learning communication is aimed at understanding of what others mean when they communicate with us (Mezirow, et. al. 2007, p.48). Each learning process includes elements from both these areas. Learning process that aims to increase the stock of knowledge fully serves the important purpose of deepening the resources available to an existing scope. This informative learning (Learning form), which makes changes to what we know, transforming learning, but it is this which makes changes to the way in which knowledge and frames of reference. The transform learning may involve developing the capacity for abstract thinking in a way that one be able to make more general themes and questions about events or to study the visual or the prejudices of those who wrote the story and created facts that can better address a heterogeneous class In transforming to the learning process we interpret frames of reference by which we communicate, act, and interpret things around us in everyday life. The frames of reference are the structures of our assumptions by which we understand our experiences and determine which views and behaviors. In our case, the transformation begins when teachers find that in a school with their students and school principals with all school staff. The transformational style sources from transforming learning processes and experiences. According to the literature, the transformational style contributes to innovation of a firm, organizational learning and creativity skills (Birasnav et.al., 2011, p.108). The characteristics of this charismatic theory are stimulation, motivation, risk sharing, idealized influence, a focus for achievement and growth. This style is suitable for a school. The role of this

leader is one like of a mentor, "on developing employees ' potential" (cited by Birasnav, 2011, p.108). It is interesting to note that a transformational leader promote interpersonal relationships and enhance employees 'productivity. A leader supports employees in each way. He/She supports new ideas, giving the opportunities to employees taken part in the implementation of new ideal projects. Through participation, the stakeholders participate to the Knowledge management processes. In general, by using the Knowledge Management processes, we refer to the day-to-day activities of all employees, the establishment of professional networks in an organization and so on.

Especially, "School knowledge management is the systematic management and application of schools' all tangible and intangible knowledge assets in school, including the science and the technology equipment, the experiences and professional capabilities of teaching staff, and promotes the knowledge acquisition, sharing and application of school teachers and administrative staff so as to achieve schools' innovations".(cited by Zhao,2009,p.169)

Moreover, Lung (2009, p.21) refer that "Transformational leadership involves a higher order of exchange in which rewards are not often tangible". He continues that "leaders who demonstrate transformational leadership abilities speak with a captivating tone, make direct interaction style". A transformational leader builds the relations under mutual respect and understanding, keeping in mind the needs of the followers.

2.5.2 Transactional

Continuing our discussion about leadership styles, it is interesting to note the specific characteristics of the transactional style. This style emphasizes on monitoring the employees' activities, creating a controlling framework. It involves contingent rewards and management by exceptions.(cited by Eyal O.,& Roth G.(2011, p.259). This style does not help the self-motivation of an employee and remain only to the specific tasks that have to be completely in the working framework. There is no freedom for innovation and participation to a decision-making procedure. Also, transactional is more bureaucratic. Stone et.al. (2004, p.350) mention that

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"Transactional leadership is based on bureaucratic authority, focuses on task completion, and relies on rewards and punishments". They continue that "Transformational leadership differs substantially from transactional leadership. It is concerned more about progress and development". Transactional leaders focus on exchange relations on others, meanwhile transformational leaders concern and work for the good and sake of an organization.

2.5.3 Laissez Faire Leadership

This style is less popular and less positive to our research. In this style, a leader avoids to take action. In our case, a School principal is the master of a school and always is taking action in a day to day basis schooling procedures.

2.6 Foreign Examples of Leadership

In USA, the No Child Left Behind (NCLB) Act of 2001 is the fundamental basis for high standards in public schools. Sanzo et.al (2011,p32) report that " While schools and communities must work together for achievement, the role of the principal in ensuring that schools continually meet AYP (Adequate Yearly Progress) under NCLB and state accreditation standards is vital because it is the school leader who sets the tone for all activities in the school".

My research attempts to provide the field with information about how successful foreign practices may be adjusted in Greek school context.

Sanzo et.al. (2011, p.32) continue that "NCLB established a system of benchmarks which schools are required to meet on specified timelines. All schools must show AYP of both the student body in its entirety and for specific student subgroups on achievement tests, as well as in other categories such as attendance and graduation rates".

The structure of schools varies from district to district and from school to school. Sanzo et.al. p.33 "In the USA, the current model for most middle schools is one that focuses on academics, citizenship, and social/emotional development".

In England , there is the NCSL (National College for School Leadership) model. This model provides excellent examples of practice for successful school leadership. Also,

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there are programmes such as HEADLAMP and NPQH for effective school management. (cited by Riley and Mulford, 2007). The main focus of these above programmes is focus on people and school learning. As far as school leadership, NCSL develop programmes of leadership with the main objectives of skills, attributes and behaviors of school leaders.

In Greece, there is no specific model by the state for school leadership. There is the National Centre of Public Administration and training, which provides courses and seminars for leadership skills and knowledge. Via exams and certification, a graduated person may work in public administration services and authorities. He /She is fully skilled with management and leadership skills. Moreover, it is important to report that many Greek universities provide postgraduate courses and seminars for school leadership. For instance, Charokopeion University of Athens , University of Thessaly, Aristoteleion University of Thessaloniki are some of the examples.

It is important to note that there is an international research which refers to Leadership for Organizational Learning and Students Outcomes (LOLSO). This research concerns appropriate professional development for teachers and principals. This development as a variable has a significant impact to effective students outcomes. (cited by Riley & Mulford, 2007).

In Greek school context, the transformational style of leadership is apparent in all school activities. A school principal has a framework of authorities in which acts and operates. Its authorities are under the control and supervision of the Greek Ministry of educational affairs. However, a school principal come in contact with teachers, students, parents and the local community representatives and cooperate with them in a democratic, creative and free way for the school success. Their common objective is to create an effective and pleasant school environment without conflicts and problems.

CHAPTER 3

3. Research Strategy/Methodology

3.1 Research design

The philosophy that my research follows, is positism, which leads to the development of knowledge via phenomenological view. A critical approach to the data "would recognize the importance of multi-level study". (cited by Saunders et.al.,2009). The research approach is inductive with deductive elements. The combination of Qualitative and quantitative data is a mixture step for leading my research. The qualitative data are derived by the interviews and the quantitative come by the **MLQ** (Multi Factor Leadership Questionnaire) instrument and **Organizational instrument** (Kold et.al, 1995). The research will an exporatory study. Saunders et.al.(2009, p. 139) report that " an exploratory study is a valuable means of finding out what is happening; to seek new insights; to ask questions and to assess phenomena in a new light". The research strategy is a grounded theory strategy. Saunders et.al.(2009, p.149) mention that grounded theory refers as "the theory building through a combination of induction and deduction". This research is helpful to "predict and explain behavior" according to Saunders et.al.,(2009,p.149). My research choice is a mixed method research.

3.2 Research Methodology

3.2.1   Sampling

In this paper each school principal has been named as Subject 1, Subject2 and so on. We have 15 subjects from schools in the region of Larissa.

The sampling method is a Quota sampling- non probability research. The sample consists of the Principals of Secondary Schools in public sector from the region of Larissa, Greece. In order to make justifications of the question of why Larissa is a research area, we may mention that Larissa is a typical area in Central Greece having the following interesting characteristics:

- It is an **agricultural region**. In the last 10 years, many immigrants are coming for jobs and staying with their families. This leads to some problems which a school principal faces. More and more schools are characterized as multicultural schools.

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- Larissa is **one of the biggest regions** in Greece [approximately 5 th of Greece]

- Larissa has about **3000 educational staff**, consisting of working per hour teachers, and deputy teachers

- This area is a **typical sample** of region which combines the characteristics of Greek environment. {rural, urban, mountain, sees areas}

- Larissa has a **quite stable permanent number of schooling staff** and a small percentage staff moving.

3.2.2. Research method

It should be noted that this instrument MLQ and Organizational culture have been used in previous surveys (Ray Kest, 2007, phd.). The checking of validity has not be implemented in this paper.

The correspondent questions with the attributes of the leadership styles are showed in the table 3.2.2.1

Transformational Leadership Style	
Idealized Influence (attributes)	10,18,21,25
Idealized Influence (behaviour)	6,14,23,34
Intellectual Stimulation	2,8,30,32

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Individual Consideration	15,19,29,31
Transactional	
Contingent Rewards	1,11,16,35
management by exception	4,22,24,27
management by exception	3,12,17,20
Laissez faire	5,7,28,33
Outcomes	
extra effort	39,42,44
Effectiveness	37,40,43,45
Satisfaction	38,41

Table 3.2.2.1

3.3 Findings

The research shows that the transformational leadership style dominates to transactional and laizze faire style. Recently, the need for adopting the transformational is important in order to change the school spirit or to make change in school.

3.3.1Abbreviations

TTFS: Total transformational score

TTRS: Total transactional score

LFS: Total Laissez faire score

C: Conformity

Res: Responsibility

S: Standards

Rew: Rewards

OC: Organizational Clarity

Warmth & Support : W& S

L: Leadership

3.3.2. Statistics

Descriptive and inferential statistics was performed. Normality was checked with Shapiro-Wilk test. Mean ±Standard deviation was used to describe quantitative normally distributed variables, otherwise percentiles were used. T-test and ANOVA were applied to check for difference between two or more independent samples and repeated measures analysis was used with Holm's test to detect statistically significantly differences when more than one tests were applied to the same subjects. Pearson and Spearman tests were used for correlations as appropriate. Qualitative

variables were examined with Fisher's exact test. Box –plot and scattered diagrams were used to present data. *The a-Cronbach coefficient for all items was 0.82.* Statistics was processed with SPSS 17.0.Graphs were created with Excel (MS office 2007) and SPSS 17.0.

3.3.3 Results

1.1 Demographic and occupational characteristics of the sample

Men were 10 principals. Eight principals were above 55 years old and 11 of them had experienced administrative duties in the past. Eleven principals had no experience of teaching specialty courses (Table 1 & 2). Their mean age was 52.87±5.13 years old with two principals being over 60 years old and 4 being below 50 years (Fig 1). Eleven principals had a had past teaching experience of more than 21 years and 4 had been teaching for more than 25 years (Fig 2).

Table 1. Demographic characteristics

	N	%
Gender		
Men	10	66.7
Women	5	33.3
Total	15	100.0
Age group		
≥55 yrs	8	53.3
<55 yrs	7	46.7
Total	15	100.0

Table 2. Occupational characteristics

	N	%
Teaching specialty courses		
Yes	4	26.7
No	11	73.3
Total	15	100.0
Administration duties in the past		
Yes	11	73.3
No	4	26.6
Total	15	100.0

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Fig 1. Principals' age distribution
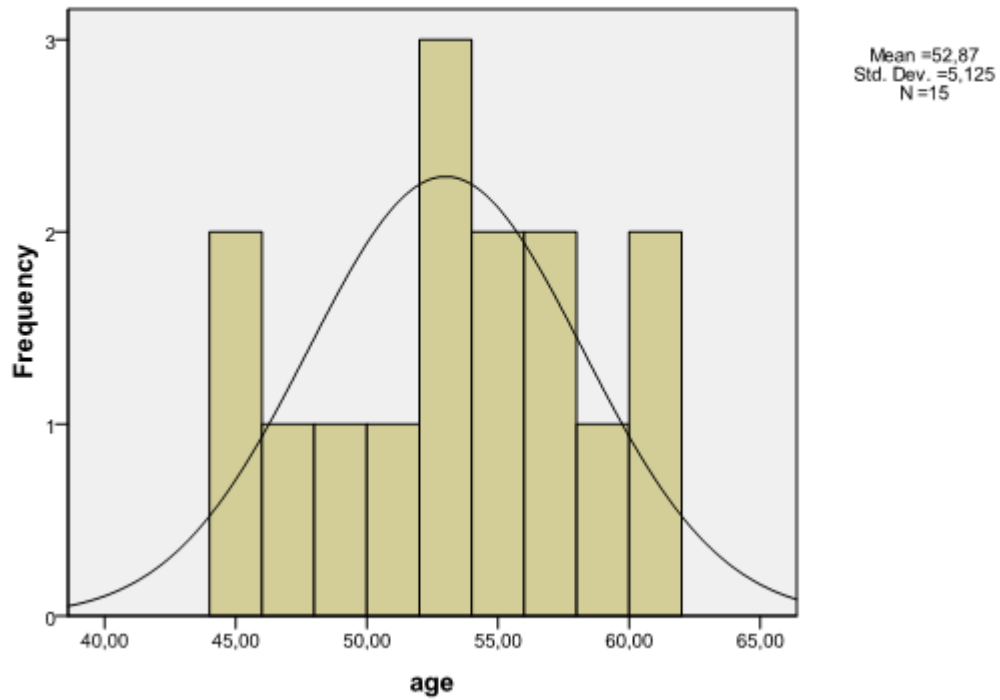
Fig 2. Principals' total past teaching experience

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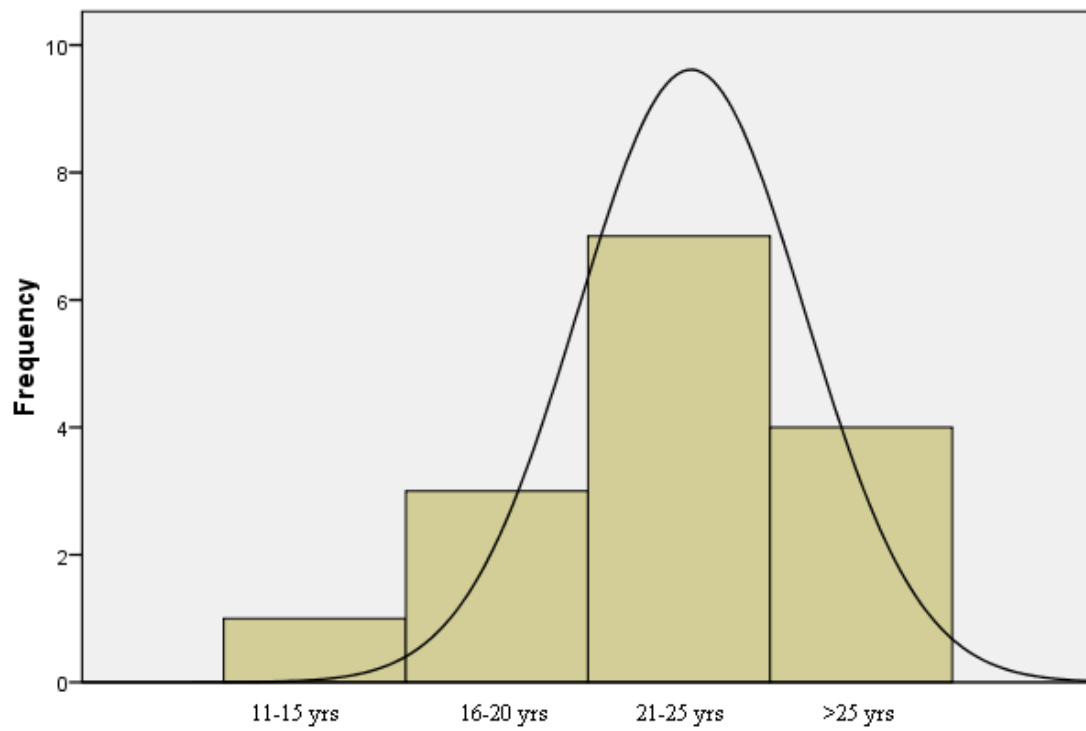
1.1.1. School characteristics

Nine principals served in high schools and 6 in junior high schools, most of them (10) administrated schools with over 100 students. Nine schools were placed in urban areas (Table 3).

Table 3. School characteristics

	N	%
School type		
Junior high school	6	40.0
High school	9	60.0
Total	15	100.0
School size		
<100 students	5	33.3
≥100 students	10	66.7
Total	15	100.0
School place		
City	9	60.0
Town/Village	6	40.0
Total	15	100.0

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2.   Principals' studies

Regarding their specialties 5 principals were philologist, 6 were graduates of Physicomathematical school (3 mathematicians and 3 physics teachers)   and 4 had other specialties: 1 agriculturist, 1 English teacher , 1 Philologist and 1 trainer (Table 4).

Table 4. Principals specialties

	N	%
Physics teacher	3	20.0
Mathematician	3	20.0
Theologist	1	6.7
Agriculturist	1	6.7
English teacher	1	6.7
Philologist	5	33.3
Trainer	1	6.7
Total	15	100.0

All principals were pedagogical departments' graduates and 7 had a post graduate specialization diploma. No principal had a doctorate degree and 4 had no additional studies (Fig 3).

Fig 3. Principals' post graduate studies.
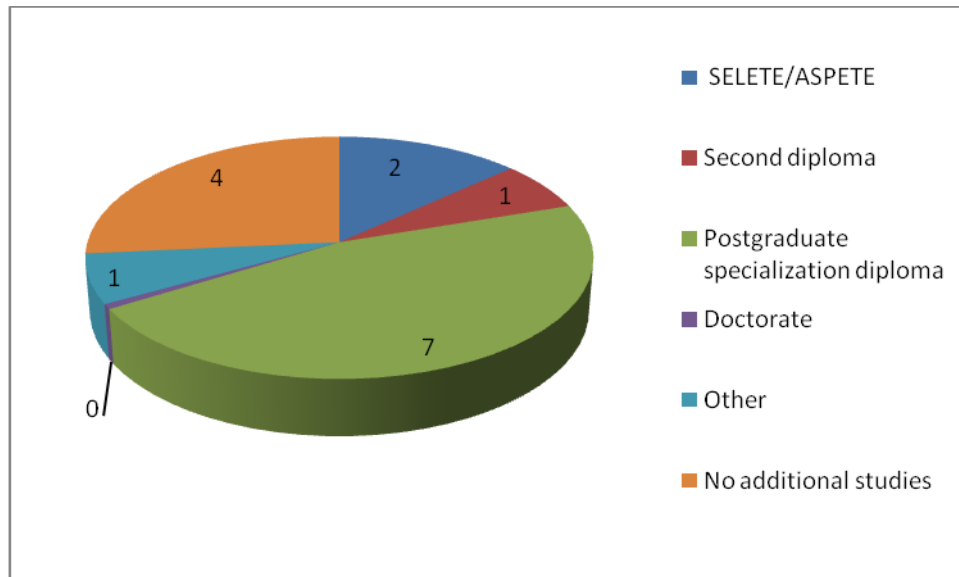
3.   Leadership styles

Regarding leadership styles, transformational subscale was rated highest of all (3.06 ±0.38) being statistically significantly different form the other two subscales (p<0.001):Transactional subscale 2.37±0.42 and Laissez faire 1.00±0.91 -Fig 4.

Fig 4. Transformational , transactional and Laissez faire subscales score

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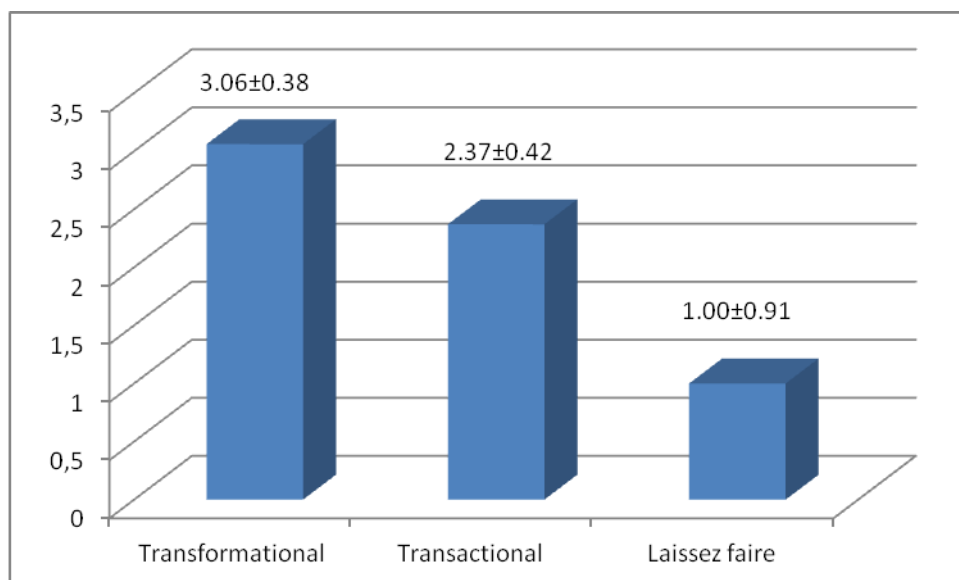
Inspirational motivation was rated highest of all transformational subscales (3.27± 0.52)-Table 5, while idealized influence (behavior) had the lowest score(2.75±0.47). Other scores were as follows: Attributes 3.25±0.58, Intellectual stimulation 3.17±0.55, Individual consideration 2.88±0.33.

Table 5. Transformational subscales descriptive statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Idealized Influence (attributes)	15	2.50	4.00	3.2500	0.58248
Idealized Influence (behavior)	15	1.75	3.25	2.7500	0.47246
Inspirational Motivation	15	2.50	4.00	3.2667	0.52156
Intellectual Stimulation	15	2.25	4.00	3.1667	0.54827
Individual Consideration	15	2.25	3.50	2.8833	0.32550
Transformational total score	15	2.35	3.60	3.0633	0.38241

Contingent rewards was rated highest of all transformational subscales (2.75 ± 0.42)-

Table 6, while management by exception(passive) was given the lowest

score:1.70±0.73

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Table 6. Transactional subscales descriptive statistics.

	N	Minimum	Maximum	Mean	Std. Deviation
Contingent Rewards	15	2.00	3.75	2.7500	0.42258
management by exception(active)	15	2.00	3.75	2.6833	0.60109
management by exception(passive)	15	0.75	3.25	1.7000	0.72703
Transactional total score	15	1.92	3.33	2.3778	0.42825

Regarding outcomes, the highest mean score was observed in effectiveness subscale (3.68±0.35)-Table 7. Extra effort and satisfaction had a score of 3.44±0.63 and 3.26 ± 0.37 respectively.

Table 7. Outcomes descriptive statistics

Extra effort	15	2.00	4.00	3.4444	0.62573
Effectiveness	15	2.75	4.00	3.6833	0.34675
Satisfaction	15	2.50	3.50	3.2667	0.37161

4. **Transformational style according to demographic and occupational characteristics**

When the various subgroups were checked for differences in transformational score, depending on demographic and occupational characteristics, no statistical differences were observed (Tables 8-10), indicating that job features and demographic variables exert no effect on teachers' leadership style. However when transformational score was dichotomized around its median value (3.05), results were inversed in the two subgroups, and statistical significance reached $p=0.132$ (Table 11), those being under 55 years old tended to be more transformational in their leadership style.

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Table 8. Comparative presentation of demographic characteristics and total transformational score

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Gender					
Men	10	3.0450	0.35469	-0.254	0.804
Women	5	3.1000	0.47566		
Age group					
<55 yrs	8	3.1063	0.38493	0.451	0.659
≥55 yrs	7	3.0143	0.40385		

Table 9. Comparative presentation of occupational characteristics and total transformational score

	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Teaching specialty courses					
Yes	4	2.9500	0.15811	-0.363	0.727
No	11	3.0400	0.46957		

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Administration duties in the past					
Yes	11	3.0364	0.41358	-0.440	0.667
No	4	3.1375	0.31983		

Table 10. Comparative presentation of school place characteristics and total transformational score

	N	Mean	Std. Deviation	T	Sig. (2-tailed)
School type					
Junior high school	6	3.1583	0.44319	0.774	0.453
High school	9	3.0000	0.34911		
School size					
<100 students	5	3.0650	0.38155	0.023	0.982
≥100 students	10	3.0600	0.42924		
School place					
City	9	3.1000	0.38730	0.442	0.666
Town/Village	6	3.0083	0.40425		

Table 11. Age group and TTFS crosstabulation

		TTFS		Total
		<3.05	≥3.05	
Age group	<55 yrs	2	6	8
	≥55 yrs	5	2	7
Total		7	8	15
Fisher's exact test, p=0.132				

Regarding years of past teaching experience, no statistical difference was detected for transformational score: $F_{(3,14)}=0.669$, p=0.558. All but one principal believed that they were at a higher organizational level than the person they were rating (data not shown).

Total transformational score was positively related to extra effort (r=0.824, p<0.001)- Table 12 , while no other statistically significant correlation was found between outcomes and transformational score.

Table 12. Total transformational score and outcome dimensions

			Extra effort	Effectiveness	Satisfaction
Pearson's correlation	TTFS	Correlation Coefficient	0.824[**]	0.378	0.199

Sig. (2-tailed)	0.000	0.165	0.476
N	15	15	15

5.   Transformational subscales correlations

Regarding transformational subscales, attributes was related to behavior and stimulation (r=0.714, p=0.003 & r=0.587, p=0.021 respectively),behavior was further related to motivation and stimulation (r=0.562, p=0.029 & r=0.552, p=0.033 respectively) while stimulation was related to motivation as well (r=0.770, p=0.001), thus stimulation being related to all other dimensions as its correlation with consideration was marginally statistically significant (r=0.492, p=0.06)-Table 13.

Table 13. Transformational score subscales correlations.

		Behavior	Motivation	Stimulation	Consideration
Attributes	Pearson Correlation	0.714^{**}	0.397	0.587^{*}	0.024
	Sig. (2-tailed)	0.003	0.143	0.021	0.934
	N	15	15	15	15
Behavior	Pearson Correlation		0.562^{*}	0.552^{*}	0.348
	Sig. (2-tailed)		0.029	0.033	0.203
	N		15	15	15
Motivation	Pearson Correlation			0.770^{**}	0.328
	Sig. (2-tailed)			0.001	0.233
	N			15	15
Stimulation	Pearson Correlation				0.492
	Sig. (2-tailed)				0.062

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	N				15

The <u>linear correlation</u> between Total transformational score and extra effort is presented in the following graph:

Graph 1.Total transformational score and extra effort.
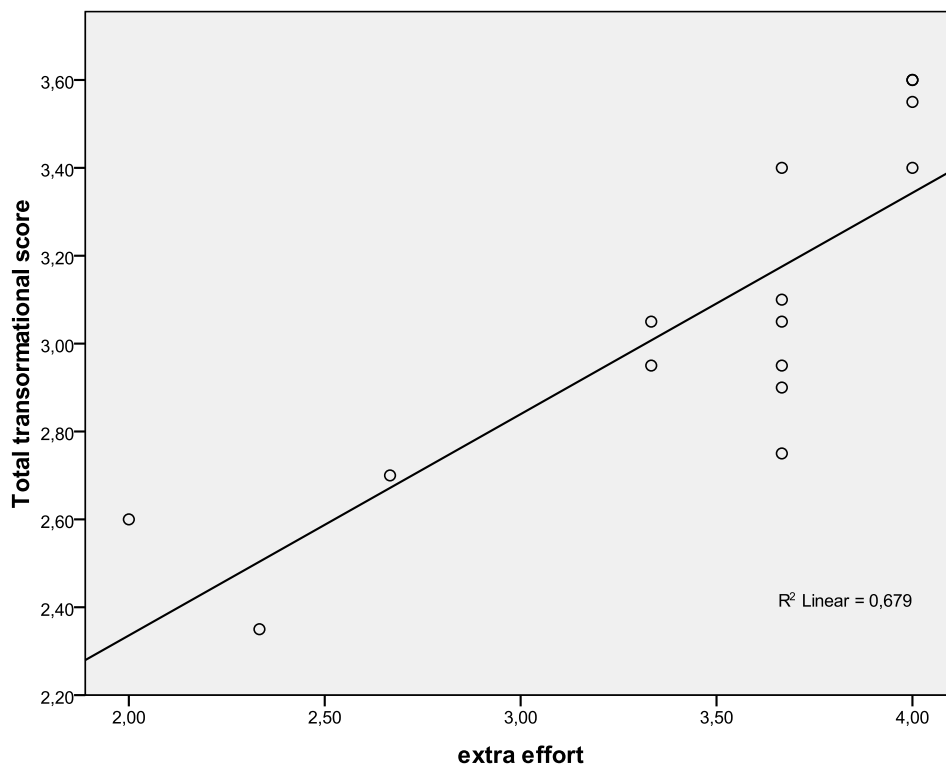
6.   Transformational style and organizational culture dimensions

Total transformational score was related to rewards (Rho=0.664, p=0.007), to organizational clarity (rho=0.604, p=0.017), to W&S (RHO=0.529, p=0.042) and to leadership (rho=0.768, p=0.001), the latter being the strongest correlation of all – Table 14. Conformity, responsibility and standards were not related to transformational style, thus indicating that traditional organizational cultural dimensions are less affected by transformational style.

Table 14.Total transformational score and organizational culture dimensions

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			C	Res	S	Rew	OC	W&S	L
Spearman's rho	TTFS	Correlation Coefficient	-0.162	-0.121	0.128	0.664**	0.604*	0.529*	0.768**
		Sig. (2-tailed)	0.563	0.667	0.649	0.007	0.017	0.042	0.001
		N	15	15	15	15	15	15	15

All organizational culture dimensions were rated high (median value=9 in a 0-10 likert scale), the median and interquartile range being as follows for each of them:

Table 15. Descriptive statistics of organizational cultural dimensions

		C	Res	S	Rew	OC	W&S	L
N	Valid	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0
Percentiles	25	8.0000	8.0000	9.0000	8.0000	9.0000	9.0000	8.0000
	50	9.0000	9.0000	9.0000	9.0000	9.0000	9.0000	9.0000
	75	9.0000	9.0000	10.0000	10.0000	10.0000	9.0000	9.0000

Box plot graphs for the seven organizational culture dimensions are presented in the appendix .

3.4 Discussion

According to the findings of the present study, transformational leadership style was eminent among secondary school principals and well correlated with several performance dimensions, such as rewards, organizational clarity, warmth and support and acceptance of leadership. Moreover, younger age of principals seems to favor the transformational leadership style.

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What are the leadership styles of principals in the secondary schools of the sample ?

The first 36 questions of the MLQ were used to identify the leadership style of each principal of the participating schools. These items were divided into three major scales: transformational (20 items),transactional (8 items), and passive leadership (8 items) (Avolio & Bass, 1995). Average means by scales were calculated by adding scores for all responses of a scale's items and dividing them by the total number of responses for that item. The results of study are in accordance with those of (Ibrahim & Al-Taneiji,2013) who found that principals in 34 government schools in Dubai are more transformational than transactional or avoidant in their leadership attitudes and behaviors. This result is also in alignment with what Al-Taneiji (2006) found in her study on Model Schools in the city of Al Ain, UAE. The result is indicative of the current reforms undertaken by the Ministry of Education the latest years. School principals have made efforts to transform their schools to meet the performance standards set by the government.

The strong correlation between attributes, behavior and stimulation as well as between stimulation and motivation   propably reflects   the Tichy and Devarma's(1990) remark, that transformational leadership is connected with change, creativity and pioneering, for transformational leadership is achieved through the recognition and the need for fresh determination and producing new vision towards organizational change.

What were the correlations between outcomes and transformational style?

The array of settings, sample characteristics, and methods for operationalizing measures of effectiveness has yielded a wide range of observed validity coefficients between the five scales of the *MLQ* and various measures of effectiveness (Organ& Lingl 1995). In the present study, effectiveness has not been correlated with transformational score. However, extra effort did so. It seems that not only transformational leadership leads   followers to hard effort, but also principals themselves are engaged to extra effort, as part of their leadership style process. As Tichy and Devarma (1990) remarked that transformational leadership is connected

with change, creativity and pioneering, for transformational leadership is achieved through the recognition and the need for fresh determination and producing new vision towards organizational change

Demographic variable and transformational style

Years of experience in the present position and gender have been found to exert an effect on leadership style. In the study of (Ibrahim & Al-Taneiji,2013) "years in current school position" was related to the teacher's perception of the principal's leadership style as transformational. The longer teachers were at their current school, the less likely they perceived their principal as a transformation al leader. Although female principals are reported to be able to create more transformational atmospheres in their schools and have been able to practice more interpersonal relations (Fennell 2005), the present study did not show such an effect.

Limitations

Avolio and Bass (1995) argue that the MLQ is not designed to encourage the labeling of leaders. Rather, it is more appropriate to identify a leader or group of leaders with such terms as "more transformational" or "less transactional" (p. 113). Moreover, the sample study was small for reliable statistics to perform between subcategories. Regarding transformational style and years of experience, tey years of experience in the present school, which is reported to correlate well with leadership style was not questioned. The total years of experience were asked instead. The correlation between transformational leadership style and years of experience would have been more evident if question about the years of experience in the present position were questioned.

Conclusion

The findings of the present study advocate that there is a strong tendency to abandon old-fashioned and probably less effective leadership styles in favor the transformational one, a promising result for further substantial changes in Greek educational system.

3.5 Parts from the interviews with School Principals

Teachers as educators and school principals are human personalities with their unique traits and characteristics. They have their strengths and their weaknesses. Hence, there is a need for management skills development. Management is related deeply with human behavior aspects 'as the competence to analyse, to plan activities, to define objectives, to formulate strategies, to decide, to motivate people in order to coordinate and control the possibility of achieving goals' (Carneiro, 2004). Singer-Gabella M., et.al. (2007, p.119) states that 'teachers need not only content knowledge, but also pedagogical understanding and flexible repertoire to transform content into learning experiences to a wide range of learners'. Further, to promote understanding of learning outcomes, each teacher should define a teaching repertoire. Walsey, Hampel and Clark (1997 define the norm of teaching repertoire   as ' a variety of techniques, skills, and approaches in all dimensions of education-curriculum, instruction and assessment – that teachers have at their fingertips to stimulate the growth of the children with whom they work' (cited by Singer- Gabella, 2007, p.126). Here, it is important to address that pupils are the potential 'customers' in our school. Zairi M., (1995, p.33) states that 'the student is not only the raw material but also the primary customer '. He continues that 'Without students there is no education and in an environment where students can afford to choose, only providers who are focused on customers and their needs will attract the best recruits…'.(p.33). His words reveal that that high-qualified teachers attracts students to their lectures. Ghaith (2010) report that ' the new generation of students prefers team work, experiential activities and the use of technology in teaching and learning, they prefer multitasking, have low tolerance for lectures, enjoy active rather than passive learning..'.   The needs of students lead to the training of teachers and principals.

Here, the nickname of a school principal is named as subject and the number from 1 to 15.

Subject 11 mention that :

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"It is quite difficult to create a good climate in school every day. A school administrator should deal in balance the needs of students and the demands of teachers. That's the key for the success"

Subject 12 refer to the leadership as follows:

"Good communication with teaching staff and good relations with students make things easier in school. Communication is not coming when you needed but you can build it in patience, insistence, and passion"

Moreover, subject 11 said that :

"You can not follow a specific leadership style every day, before coming in school. But a school director should adjust its performance and behavior in order to deal the problems softly, logically and smartly".

Subject 12 mention:

" the difficult task of a school administrator is to evaluate the teachers performance and having knowledge on everything , in classrooms, in yard, in toilets, in offices, everywhere. What happens in school, a school principal should know about it quickly and correctly, before things become bad"

Kimball & Milanowski (2012, p.39) point out that "A school leader who views the performance evaluation system as too much work or just another mandate is likely to spend less time observing teaching behavior and making careful assessments than one who sees performance evaluation as a tool for instructional improvement".

There is some kind of connection between school leadership and management.

Subject 9 note that

" A school leader is a general manager with different tasks, roles, duties and responsibilities, sometimes, complicated, difficult and complex".

Subject 15 note that

" There is no a specific recipe for a successful school. A school leader should work with passion in day-to-day school operations in order to be implemented in a well – organized way".

3.6 Extra Limitations

It is important to mention that my research have some limitations. There will be weak external validity of my results. The very high levels of representativeness or generalizability is an unrealistic goal (cited by Leithwood,2005). Because my research uses the qualitative method via interviews " the qualities and approaches might appear <u>idealistic</u> but need to be considered as variables, in that they contribute to future change and improvement" (cited by Dinham,2005). For other researchers, my results "may be <u>insufficient importance</u> attributed by researchers to their choices of mediating variables" according to Leithwood & Jantzi,2000).

3.7 Elements of Contribution of Knowledge

This paper will give a rich description about local schooling policy in which leadership will be embedded. Leithwood (2005, p.619) report "the potential of qualitative research to reveal how leadership may be hindered or helped by circumstances confronting the leader..". My study focuses on:

1. a <u>greater sensitivity</u> to variations in both organizational context and leadership styles
2. A <u>greater focus on the role of leadership</u> in bringing about organizational change

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Jacobson (2010, p.41) report that " this knowledge base needs to be further informed by rich descriptions of cultural expectations and the national and local policies in which these practices will be embedded".

New insights of school leadership role for educational reforms in Greece will be discussed in order to improve the school effectiveness.
Additionally, I believe that the need for my research is imperative because of the mergings of schools and the establishment of a community of schools.

My study purpose is to represent an incremental advance in the state-of-the-art of research on school leadership effects.

Ending, I hope to discover patterns of Greek School journey.

Hallinger & Heck (2010, p.673) state that "the results (of their research) contribute to a nascent literature on the different patterns of growth that may characterize schools during the school improvement journey"

This manuscript will give the opportunity to the readers for getting familiar with new ideas and suggestions with leadership issues. It is important to improve our leadership skills and management charismas whenever we communicate with other people.

As conclusions we present the :

Here are the words of a professor of University of Ioannina, Greece:

The thirst for knowledge and understanding are yearning for a unique battle and a great ideal in human life, are a growing power that comes from life itself. Under this perspective, the role of the teacher for this purpose was and remains paramount. Consequently, a society that honors teachers are defective and the teacher who does not understand his role in shaping the national culture ceases to be an officer ...

The privilege of the teacher, in G. Steiner, is: to awaken in another human being dreams and forces that are beyond his own, to induce others to love what he loves to

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do this inside their own future.

To teach with love means to awaken the student's question and the coaches for the disagreement. After all, democracy is challenged and shaped institutionalized through the civic education, committed to the democratic ideal based on dialogue and disagreement ...

The pulse of teaching is mostly the ability to convince, adopting the dialogue and reinforcing the other way. The teacher must not forget that it is addressed to the intellect, the imagination, the nervous system and the inner world of the listener. So everything is object teaching because it provides food to thought.

The authentic teaching means awakening and lightening of the mind and there can be no social or family system without teaching. Enables the life that is left unquestioned, that is the law life.

In our country the respect for the teacher is an outdated values and behaviors of students in formal education the character of our age, which is nothing other than "age of irreverence."

Why is that?

Moving away from the patriarchal teacher-student relationship is one reason. The politicization of immature students, media, release and fading values of our society complements the learning environment of disrespect.

The attitudes of our society embedded in the educational process, leaving unaffected and the teacher. The result is obvious: the longing in his mission, slowly, to a "lost lure."

So the dipole teacher-student subject to alteration of the relationship he had forged for

centuries, with the positive and negative elements. We must not forget that the history of teacher-student relationship the shadows and disobedience and betrayal by both parties. However, for the assimilation of moral attitude, the only real life can be a teacher by example.

Things have changed dramatically. Sometimes, the memory was considered (and is) the mother of the muses, the human talent that allows all learning. Today we live in the era of the Internet to counter the memory. For new forms of learning offered by new technologies, have no place loyalty and betrayal, love and rebellion. All contribute to the repulsion of the charm of thought, ie to translate as being unrestricted flow of thought.

The rebirth of the teacher-student relationship at a time of transition which has entered our society, it is essential to the formulation of the new culture that incorporates the old, you understand the new and will have an open look at a future expectations ...

The question is dominant: the charismatic aura of inspirational teacher will stand the test of time?

The answer, in my view, is yes, both in classrooms and in all aspects of political action. Political leaders have an educational role, both by reason and by attitudes about the "common good". Just understand that teaching is an open invitation to correction disagreement ...

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Appendix A

In English (Bass & Avolio 2004)

MULTIFACTOR LEADERSHIP QUESTIONNAIRE FORM

NAME OF LEADER:…………………………….DATE:……………………….

ORGANIZATION NAME:…………………………..LEADER_NAME:……………

This questionnaire is used to describe the leadership style of the above mentioned individual as you perceive it. Answer all the items of this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

Important (necessary for processing). Which best describes you?

___I am at a higher organizational level than the person I am rating.

___The person that I am rating is at my organizational level.

___I am at a lower organizational level than the person I am rating.

___Other than the above.

Descriptive statements **(45)** are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if
				Not always
0	1	2	3	4

The person I am rating…

1. Provides me with assistance in exchange for my efforts……………..0 1 2 3 4

2. Re-examines critical assumptions to question whether they are appropriate…………………………………………………….. …...0 1 2 3 4

3. Fails to interfere until problems become serious………………….......0 1 2 3 4

4. Focuses attention on irregularities , mistakes, exceptions, and deviations from standards…   …………………………………………………………..0 1 2 3 4

5. Avoids getting involved when important issues arise…………………..0 1 2 3 4

6. Talks about his/her most important values and beliefs ………………...0 1 2 3 4

7. Is absent when needed…………………………………………………..0 1 2 3 4

8. Seeks differing perspectives when solving problems…………………...0 1 2 3 4

9. Talks optimistically about the future …………………………………...0 1 2 3 4

10. Instills pride in me for being associated with him/her………………...0 1 2 3 4

11. Discusses in specific terms who is responsible for achieving performance targets …………………………………………………………………0 1 2 3 4

12. Waits for things to go wrong before taking action……………………0 1 2 3 4

13. Talks enthusiactically about what needs to be accomplished………...0 1 2 3 4

14. Specifies the importance of having a strong sense of purpose ……….0 1 2 3 4

15. Spends time teaching and coaching………………………………...0 1 2 3 4

16. Makes clear what one can expect to receive when performance goals are

achieved………………………………………………………………..0 1 2 3 4

17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it"..0 1 2 3 4

18. Goes beyond self-interest for the good group………………………...0 1 2 3 4

19. Treats me as an individual rather than just as a member of group……0 1 2 3 4

20. Demonstrates that problems must become chronic before taking

action…………………………………………………………………….0 1 2 3 4

21. Acts in ways that builds my respect………………………………0 1 2 3 4

22. Concentrates full attention on dealing with mistakes, complaints and failures…………………………………………………………………..0 1 2 3 4

23. Considers the moral and ethical consequences of decisions…………0 1 2 3 4

24. Keeps track of all mistakes……………………………………………0 1 2 3 4

25. Displays a sense of power and confidence……………………………0 1 2 3 4

26. Articulates a compelling vision of the future ………………………...0 1 2 3 4

27. Directs my attention toward failures to meet standards………………0 1 2 3 4

28. Avoids making decisions…………………………………………..0 1 2 3 4

29. Considers me as having different needs, abilities, and aspirations from others…………………………………………………………………..0 1 2 3 4

30. Gets me to look at problems from many different angles……………0 1 2 3 4

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31. Helps me to develop my strengths……………………………………0 1 2 3 4

32. Suggests new ways of looking at how to complete assignments……..0 1 2 3 4

33. Delays responding to urgent questions……………………………0 1 2 3 4

34. Emphasizes the importance of having a collective sense of mission. ..0 1 2 3 4

35. Expresses satisfaction when I meet expectations……………………..0 1 2 3 4

36. Expresses confidence that goals will be achieved ……………………0 1 2 3 4

37. Is effective in meeting my job-related needs…………………………..0 1 2 3 4

38. Uses methods of leadership that are satisfying………………….…0 1 2 3 4

39. Gets me to do more than I expected to do……………………….…0 1 2 3 4

40. Is effective in representing me to higher authority……………………0 1 2 3 4

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41. Works with me in a satisfactory way…………………………….....0 1 2 3 4

42. Heightens my desire to succeed……………………………………0 1 2 3 4

43. Is effective in meeting organizational requirements………………….0 1 2 3 4

44. Increases my willingness to try harder……………………………….0 1 2 3 4

45. Leads a group that is effective……………………………………...0 1 2 3 4

END

SURVEY (Kolb et.al. 1995)

For each of the seven organizational culture dimensions described, place a cicle around the number that indicates your assessment of the organization' s actual position of the organization.

1. **Conformity**. The feeling that there are many externally imposed constraints in the organization: the degrees to which members feel that there are many rules, procedures, policies and practices to which they have to conform rather than able to do their work as they see fit. Lowest number: Conformity is <u>not</u> characteristic of the organization. Highest number: Conformity is very characteristic of this organization

   1   2   3   4   5   6   7   8   9   10

2. **Responsibility**. Members of the organization are given personal responsibility to achieve their part of the organization's goals: the degree to which members feel that they can make decisions and solve problems without checking with superiors each step of the way. Lowest number: <u>No responsibility</u> is given in the organization. Highest number: There is a great emphasis on personal responsibility in the organization.

   1   2   3   4   5   6   7   8   9   10

3. **Standards**. The emphasis the organization places on quality performance and outstanding production, including the degree to which members feel the organization is setting challenging goals for itself and communicating these goals commitments to members. Lowest number: Standards are very low or <u>nonexistent</u> in the organization. Highest number : High challenging standards are set in the organization.

   1   2   3   4   5   6   7   8   9   10

4. **Rewards**. The degree to which members feel that they are being recognized and rewarded for good work rather than being ignored, criticized or punished when something goes wrong. Lowest number: Members are ignored, punished or criticized. Highest number: Members are recognized and rewarded

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positively.

1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

5. **Organizational Clarity**. The feeling among members that things are well organized and that goals are clearly defined rather than being disorderly, confused, or chaotic. Lowest number: <u>No</u> organizational goals. Highest number: The organization is well organized with clearly defined goals.

1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

6. **Warmth and support**. The feeling that friendliness is a valued norm in the organization, that members trust one another and offer support to one another. The feeling that good relationship prevail in the work environment. Lowest number: There is <u>no</u> warmth and support in the organization. Highest number: Warmth and support are very characteristic of the organization.

1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

7. **Leadership.** The willingness of organization members to accept leadership and accept from qualified others. As need for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership. Leadership is based on expertise. The organization is not dominated, or dependent on, one or two individuals. Lowest number: Leadership is <u>not</u> rewarded; members are dominated or dependent and resist leadership attempts. Highest number: Members accept and reward leadership based on expertise.

1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

END.

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APPENDIX B (in Greek)

In Greek the package for the interviews

ΤΕΧΝΟΛΟΓΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ ΛΑΡΙΣΑΣ

Ταχ. Δ/νση: Τ.Ε.Ι. Λάρισας, 41110

Γραμματεία Μεταπτυχιακών Προγραμμάτων

 Τηλ. 241-684708

Θέμα: « Ο ηγετικός ρόλος σε Ελληνικό Σχολικό Πλαίσιο: Απόψεις και Προοπτικές Διευθυντών για την αποδοτικότητα του δημόσιου σχολείου» ή

 Research: «**Leadership style in a Greek School context: Principals Perspectives of public school effectiveness»**

Αξιότιμες/οι Κυρίες/οι,

Στο πλαίσιο της διπλωματικής μου εργασίας με θέμα τον ηγετικό ρόλο του Διευθυντή ενός Ελληνικού δημόσιου σχολείου, σας ζητώ να μου αφιερώσετε λίγο από τον χρόνο σας προκειμένου να μου απαντήσετε στο ερωτηματολόγιο που ακολουθεί.

Στόχος της έρευνας είναι η διερεύνηση των απόψεων, ιδεών, προτάσεων των διευθυντών για την αποδοτικότητα και αποτελεσματικότητα του ρόλου του δημόσιου σχολείου. Όπως όλοι μας γνωρίζουμε το σχολείο, και η εκπαίδευση γενικότερα, είναι βασικός πυλώνας στήριξης της κοινωνίας μας και πρέπει να είναι πάντα σε θέση να προσφέρει με τον καλύτερο δυνατό τρόπο τόσο επιστημονικές γνώσεις προσαρμοσμένες στην ηλικία των μαθητών, όσο και αγωγή εμπλουτισμένη με αρχές και αξίες που θα σφυριλατήσουν ολοκληρωμένες και στιβαρές προσωπικότητες των μελλοντικών πολιτών της κοινωνίας οι οποίοι ταυτόχρονα ως εργαζόμενοι πρέπει να είναι αποδοτικοί και

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ανταγωνιστικοί. Αναφορικά με την συμπλήρωση του ερωτηματολογίου, θα ήθελα να τονίσουμε τα παρακάτω: **Δεν υπάρχουν σωστές ή λάθος απαντήσεις,** μας ενδιαφέρει να καταγράψετε με ακρίβεια την **προσωπική σας γνώμη**. Τα ερωτηματολόγια είναι <u>ανώνυμα</u>- δεν χρειάζεται να γράψετε πουθενά το όνομά σας. Δεν θα σας ζητηθεί να συμπληρώσετε κανένα τέτοιο στοιχείο αργότερα από το οποίο να προκύπτει η ταυτότητά σας. **Οι απαντήσεις είναι απολύτως εμπιστευτικές**. Οι πληροφορίες που θα προκύψουν, θα αναλυθούν στατιστικά και θα χρησιμοποιηθούν για καθαρά ερευνητικούς σκοπούς.

Είναι πολύ σημαντικό να απαντήσετε σε **όλες** τις ερωτήσεις.

Σας ευχαριστούμε προκαταβολικά για την συνεργασία σας.

Η υπεύθυνη της έρευνας

Βασιλική Κασιώρα,

Καθηγήτρια Πληροφορικής, Msc.

Μεταπτυχιακή φοιτήτρια

Κιν. 6976187970

Ανοικτού-τύπου Ερωτήσεις Συνέντευξης

1. Ποια είναι η γνώμη σας για την πρόταση « ο μαθητής είναι ο πρωτεύον πελάτης» Zairi (1995), «το σχολείο είναι επιχείρηση» Muijs (2010), Leithwood & Jantzi (2000), Leithwood (2005), Dinham (2005), Wilkins (2002)

2. Ποια είναι τα πλεονεκτήματα και τα μειονεκτήματα του δημόσιου σχολείου σήμερα; Αν υπήρχε ελεύθερη επιλογή του γονέα να εγγράψει το παιδί του σε όποιο σχολείο επιθυμεί, εσείς ποια επιχειρήματα θα χρησιμοποιούσατε ώστε να το στείλει στο δικό σας σχολείο ;

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3. Ποια είναι τα κριτήρια με βάση τα οποία θα κρίνατε το σχολείο σας ως αποδοτικό και αποτελεσματικό;

4. Ποιες είναι οι προτάσεις σας για την βελτίωση συνθηκών λειτουργίας του δημόσιου σχολείου σήμερα;

5. Τι μπορεί να κάνει ένας διευθυντής για να βελτιώσει το παραγόμενο εκπαιδευτικό έργο έτσι ώστε να επιτευχθεί καλύτερο αποτέλεσμα για τους μαθητές;

6. Με ποιο τρόπο θα μπορούσε το δημόσιο σχολείο να γίνει πιο ελκυστικό για τους μαθητές;

Δημογραφικά Στοιχεία

ΦΥΛΟ: Άνδρας☐   Γυναίκα ☐

ΗΛΙΚΙΑ:……….ετών

ΒΑΣΙΚΕΣ ΣΠΟΥΔΕΣ

Παιδαγωγικό Τμήμα ΑΕΙ ☐   Άλλο Τμήμα ΑΕΙ ☐   Τμήμα ΤΕΙ ☐

Άλλο (τι;)……………………………………………….

ΠΡΟΣΘΕΤΕΣ ΣΠΟΥΔΕΣ

Μετεκπαίδευση σε ΣΕΛΕΤΕ/ΑΣΠΑΙΤΕ   ☐

Δεύτερο πτυχίο ΑΕΙ   ☐

Μεταπτυχιακό Δίπλωμα Εξειδίκευσης   ☐

Διδακτορικό Δίπλωμα   ☐

Άλλο (τι;)……………………………   ☐

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ΚΛΑΔΟΣ-ΕΙΔΙΚΟΤΗΤΑ…………………………………………..

ΣΥΝΟΛΙΚΗ ΕΚΠΑΙΔΕΥΤΙΚΗ ΥΠΗΡΕΣΙΑ

□1-5   □6-10   □11-15   □16-20   □21-25   □ >25 ΧΡΟΝΙΑ

ΤΥΠΟΣ ΣΧΟΛΕΙΟΥ

□Γυμνάσιο   □Λύκειο   □ΕΠΑΛ □Ειδικό σχολείο

Άλλο……………………..

ΤΡΟΠΟΣ ΔΙΟΡΙΣΜΟΥ στη δευτεροβάθμια εκπαίδευση

□Επετηρίδα   □Προϋπηρεσία   □ΑΣΕΠ

Αν υπηρετείτε σε Λύκειο, διδάσκετε μαθήματα κατεύθυνσης;

□Ναι   □Όχι

Έχετε ασκήσει διοικητικά καθήκοντα στο παρελθόν;

□Ναι   □Όχι

Μέγεθος σχολικής μονάδος στην οποία υπηρετείτε:

□Λιγότεροι από 100 μαθητές   □100-250   □>250

ΠΕΡΙΟΧΗ ΣΧΟΛΕΙΟΥ

□Μεγάλο αστικό κέντρο   □Μικρή πόλη   □Αγροτική περιοχή

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ΦΟΡΜΑ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ ΓΙΑ ΤΗΝ ΠΟΛΥΠΑΡΑΓΟΝΤΙΚΗ ΗΓΕΣΙΑ

ΗΜΕΡΟΜΗΝΙΑ:……………………………………………………………….

ΟΝΟΜΑΣΙΑ ΣΧΟΛΕΙΟΥ:………………………………………….……………

Αυτό το ερωτηματολόγιο χρησιμοποιείται για να περιγράψει το ηγετικό στυλ του προσώπου που το συμπληρώνει. Απαντήστε σε όλες τις ερωτήσεις. Αν μια ερώτηση είναι άσχετη ή δεν είστε σίγουροι ή δεν ξέρετε την απάντηση, αφήστε την κενή. Παρακαλώ απαντήστε ανώνυμα.

Σημαντικό (απαραίτητο για επεξεργασία). Τι σας περιγράφει καλύτερα?

Σε σχέση με τη θέση που έχετε.

___Είμαι σε υψηλότερη θέση.

Περιγραφικές προτάσεις **(45)** ακολουθούν στις επόμενες σελίδες. Αξιολόγηστε πόσο ταιριάζει η κάθε πρόταση στον εαυτό σας. Χρησιμοποιήστε την ακόλουθη κλίμακα :

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Καθόλου	Μία στο τόσο	Μερικές φορές	Αρκετά συχνά	Συχνά,αν όχι πάντοτε
0	1	2	3	4

Για τον εαυτό μου…

1. Δίνω βοήθεια στον άλλον περιμένοντας αντάλλαγμα…………………0 1 2 3 4

2. Επενεξετάζω τις κριτικές επιβεβαίωσης για να ελέγξω αν είναι αντικειμενικά σωστές………………………………..……………………….. …...0 1 2 3 4

3. Αποφεύγω να επεμβαίνω σε προβλήματα πριν γίνουν σοβαρά…………………

…………………………………………..………………….......0 1 2 3 4

4. Δείχνω ιδιαίτερη προσοχή σε παρατυπίες, λάθη, εξαιρέσεις, και αποκλίσεις από τους στόχους..……………………...……………………………………..0 1 2 3 4

5. Αποφεύγω να αναμιγνύομαι όταν προκύπτουν σημαντικά θέματα..…....0 1 2 3 4

6. Μιλάω για τις σημαντικές αξίες και τα πιστεύω μου.. ………………...0 1 2 3 4

7. Φροντίζω να είμαι απών όταν με χρειάζονται…………...…………..0 1 2 3 4

8. Ψάχνω ποικίλους τρόπους για να επιλύσω προβλήματα..……………..0 1 2 3 4

9. Είμαι αισιόδοξος για το μέλλον…... …………………………………...0 1 2 3 4

10. Δείχνω σεβασμό όταν ασχολούμαι με τον οποιοδήποτε
συνάδελφο……………………………………………...………………...0 1 2 3 4

11. Συζητώ με συγκεκριμένους όρους για το ποιος είναι υπεύθυνος για την
επίτευξη των στόχων..……………………………………………0 1 2 3 4

12. Περιμένω να δω πως πάνε τα πράγματα πριν κάνω οτιδήποτε………0 1 2 3 4

13. Συζητώ με ενθουσιασμό για το τι χρειάζεται να επιτευχθεί………...0 1 2 3 4

14. Τονίζω την σπουδαιότητα του να έχει κανείς τον στόχο του ..………0 1 2 3 4

15. Ξοδεύω χρόνο για να διδάξω και να καθοδηγώ………………………..0 1 2 3 4

16. Δίνω κίνητρα στον άλλον για να επιτευχθούν οι στόχοι.………………..0 1 2 3 4

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17. Πιστεύω στο ρητό "Αν δεν έχει χαλάσει, μην το φτιάχνεις"………...0 1 2 3 4

18. Είμαι ανιδιοτελής για το καλό της ομάδας …………………………...0 1 2 3 4

19. Συμπεριφέρομαι ως άτομο παρά ως μέλος μιας ομάδας……………...0 1 2 3 4

20. Πιστεύω ότι τα προβλήματα πρέπει να γίνουν χρόνια πριν επιλυθούν.0 1 2 3 4

21. Συμπεριφέρομαι με τρόπο που κερδίζω σεβασμό……………………0 1 2 3 4

22. Συμπεριφέρομαι με προσοχή όταν επιλύω λάθη, παράπονα και αποτυχίες………………………………………………………………...0 1 2 3 4

23. Σκέφτομαι τις ηθικές και δεοντολογικές επιπτώσεις των αποφάσεων μου……………………………………………………….…………0 1 2 3 4

24. Κρατάω ημερολόγιο με όλα τα λάθη μου…………………………0 1 2 3 4

25. Δείχνω δύναμη και εμπιστοσύνη στον εαυτό μου…………………...0 1 2 3 4

26. Έχω ένα συναρπαστικό όραμα για το μέλλον………………………...0 1 2 3 4

27. Προσέχω τις αποτυχίες σε σχέση με τους στόχους…..……………….0 1 2 3 4

28. Αποφεύγω να παίρνω αποφάσεις……………………………………..0 1 2 3 4

29. Υπολογίζω τις διαφορετικές ανάγκες και ικανότητες του καθενός σε σχέση με τους άλλους…………………………………………………………...0 1 2 3 4

30. Κοιτάζω τα προβλήματα από διαφορετικές γωνίες……..…………….0 1 2 3 4

31. Βελτιώνω τις δυνατότητές μου…..………………………………….0 1 2 3 4

32. Προτείνω καινούριους τρόπους για επίλυση εργασιών………..……..0 1 2 3 4

33. Καθυστερώ να απαντώ σε επείγουσες ερωτήσεις..…………………..0 1 2 3 4

34. Τονίζω την σημαντικότητα του να υπάρχει μια συλλογική αίσθηση της αποστολής…………………………………………………………... ..0 1 2 3 4

35. Εκφράζω την ικανοποίηση όταν πετυχαίνω τις προσδοκίες…………..0 1 2 3 4

36. Επιβεβαιώνομαι όταν οι στόχοι επιτυγχάνονται……………………0 1 2 3 4

37. Θεωρώ αποτελεσματικό να ικανοποιούνται οι ανάγκες της δουλειάς μου
………………………………………………...………………………….0 1 2 3 4

38. Χρησιμοποιώ τεχνικές ηγεσίας που είναι ικανοποιητικές.…………..0 1 2 3 4

39. Κάνω περισσότερα από ότι πρέπει να κάνω……………………….0 1 2 3 4

40. Προσπαθώ να κάνω χρήσιμη την παρουσία μου σε υψηλόβαθμα
στελέχη……………………………………………………………..0 1 2 3 4

41. Μου αρκεί όταν η δουλειά μου γίνεται με ικανοποιητικό τρόπο….….0 1 2 3 4

42. Επιδιώκω πάντα την επιτυχία…….…………………………...0 1 2 3 4

43. Νιώθω αποτελεσματικός όταν ικανοποιούνται οι απαιτήσεις της δουλειάς
μου……………………………………………………………..0 1 2 3 4

44. Νιώθω έντονη την επιθυμία μου να προσπαθήσω

περισσότερο...……………………………………………….……………..0 1 2 3 4

45. Θέλω να ηγούμαι μιας ομάδας που είναι αποτελεσματική.....………..0 1 2 3 4

END

ΕΡΕΥΝΑ

Για κάθε μία από τις επτά διαστάσεις της οργανωτικής κουλτούρας που περιγράφεται, σχηματίστε με κύκλο τον αριθμό που δείχνει την αξιολόγηση της πραγματικής εικόνας του οργανισμού (σχολείου) σας.

1. **Συμμόρφωση.** Η εφαρμογή πολλών επιβεβλημένων κανόνων συμπεριφοράς στον οργανισμό-υπηρεσία: η κλίμακα σύμφωνα με την οποία οι εργαζόμενοι αισθάνονται ότι υπάρχουν πολλοί κανόνες , διαδικασίες, πολιτικές και πρακτικές με τις οποίες τα μέλη πρέπει να συμμορφωθούν παρά να κάνουν την δουλειά τους όπως αυτοί κρίνουν πως ταιριάζει. Μικρότερος αριθμός: Η συμμόρφωση δεν είναι χαρακτηριστικό του οργανισμού. Μεγαλύτερος αριθμός: Η συμμόρφωση είναι το χαρακτηριστικό του οργανισμού.

   1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

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2. **Υπευθυνότητα**. Οι εργαζόμενοι της υπηρεσίας-οργανισμού έχουν προσωπική υπευθυνότητα για να επιτύχουν τους στόχους του οργανισμού: ο βαθμός στον οποίο τα μέλη αισθάνονται ότι μπορούν να παίρνουν αποφάσεις και να επιλύουν προβλήματα χωρίς να ελέγχονται από τους προϊστάμενους για κάθε βήμα τους. *Μικρότερος αριθμός: Δεν δίνεται καμία υπευθυνότητα στους εργαζομένους. Μεγαλύτερος αριθμός: Δίνεται μεγάλη έμφαση στην προσωπική υπευθυνότητα στην επιχείρηση.*

1   2   3   4   5   6   7   8   9   10

3. **Στόχοι.** Η υπηρεσία-οργανισμός (σχολείο) θέτει συγκεκριμένους υψηλούς στόχους με τη συμμετοχή και τη δράση όλων των μελών της και επιδιώκει την επίτευξή τους. *Μικρότερος αριθμός: Οι στόχοι είναι πολύ χαμηλοί ή δεν υπάρχουν. Μεγαλύτερος αριθμός: Υψηλοί προκλητικοί στόχοι μπαίνουν από τον οργανισμό-υπηρεσία (σχολείο).*

1   2   3   4   5   6   7   8   9   10

4. **Έπαινοι.** Οι εργαζόμενοι αισθάνονται ότι αναγνωρίζονται και επιβραβεύονται για την καλή εργασία τους παρά αγνοούνται, κριτικάρονται αρνητικά και να τιμωρούνται όταν κάτι πάει λάθος. *Μικρότερος αριθμός: Οι εργαζόμενοι αγνούνται, τιμωρούνται ή κριτικάρονται. Μεγαλύτερος αριθμός: Οι εργαζόμενοι αναγνωρίζονται και επιβραβεύονται θετικά.*

1   2   3   4   5   6   7   8   9   10

5. **Οργανωτική Σαφήνεια.** Η αίσθηση ανάμεσα στους εργαζομένους ότι τα πράγματα είναι καλά οργανωμένα και οι στόχοι είναι σαφώς καθορισμένοι παρά αταξινόμητοι, μπερδεμένοι ή χαοτικοί. *Μικρότερος αριθμός: Δεν υπάρχουν οργανωτικοί στόχοι. Μεγαλύτερος αριθμός: Η επιχείρηση είναι καλά οργανωμένη με σαφώς διακριτούς στόχους.*

1   2   3   4   5   6   7   8   9   10

6. **Θαλπωρή και Υποστήριξη.** Η αίσθηση ότι η φιλική διάθεση και η διάθεση συνεργασίας είναι ένα χαρακτηριστικό του κλίματος στην υπηρεσία, ότι τα μέλη

εμπιστεύονται ο ένας τον άλλον και προσφέρουν υποστήριξη ο ένας τον άλλον. Η αίσθηση ότι η αλληλεγγύη, η διάθεση προσφοράς και συνεργασίας χαρακτηρίζει το εργασιακό περιβάλλον. Μικρότερος αριθμός: Δεν υπάρχει αλληλεγγύη και υποστήριξη στην επιχείρηση. Μεγαλύτερος αριθμός: Η αλληλεγγύη και η υποστήριξη είναι σημαντικά χαρακτηριστικά στην επιχείρηση.

1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**

7. **Ηγεσία.** Η διάθεση των μελών να αποδεχτούν την ηγεσία από άτομα που έχουν αυξημένα προσόντα. Καθώς η ανάγκη για ηγεσία αυξάνεται, τα μέλη αισθάνονται ότι είναι ελεύθερα να αναλάβουν ηγετικούς ρόλους και να επιβραβευτούν για τον πετυχημένο ηγετικό τους ρόλο. Η επιδίωξη ηγετικού ρόλου στηρίζεται στην περαιτέρω εξειδίκευση. Η επιχείρηση δεν κυριαρχείται ή δεν εξαρτάται από ένα ή δυο άτομα. Μικρότερος αριθμός: Η επιδίωξη ηγετικού ρόλου δεν επιβραβεύεται; τα μέλη κυριαρχούνται ή εξαρτώνται και αντιστέκονται σε ηγετικές προσπάθειες. Μεγαλύτερος αριθμός: Τα μέλη αποδέχονται και επιβραβεύονται για την επιδίωξη ηγετικού ρόλου που είναι βασισμένη στην επιπλέον εξειδίκευση.
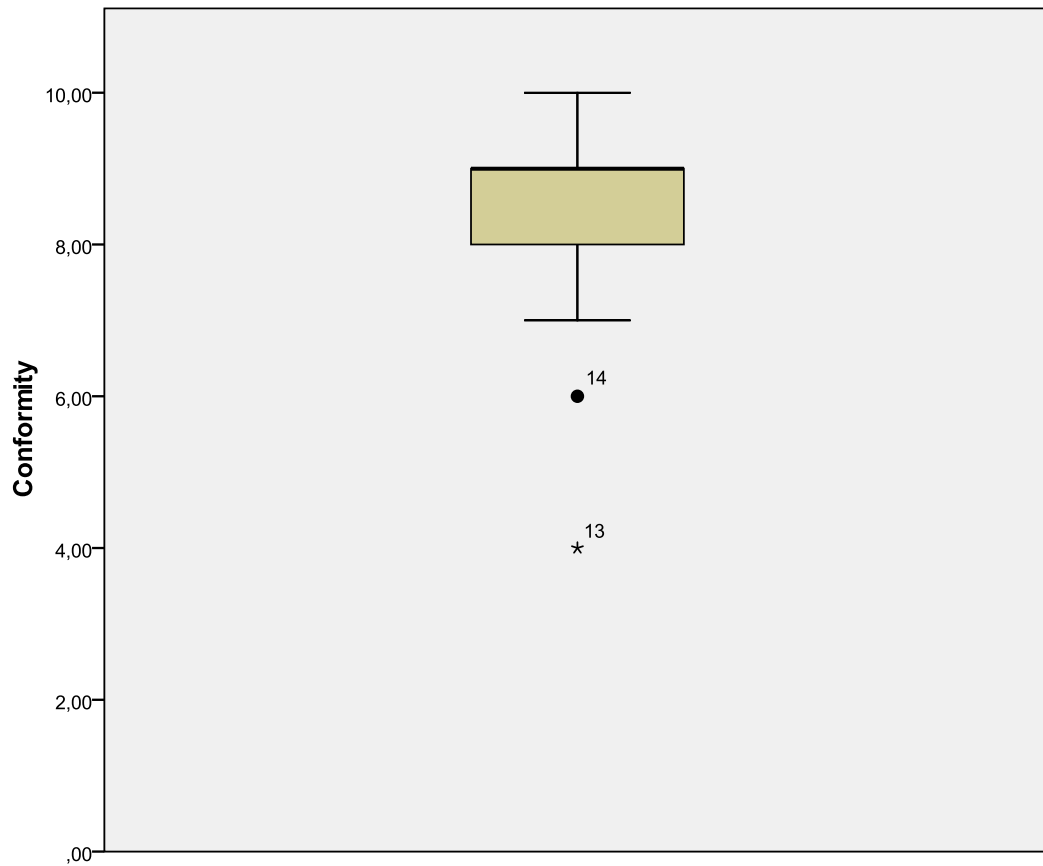
1   **2**   **3**   **4**   **5**   **6**   **7**   **8**   **9**   **10**
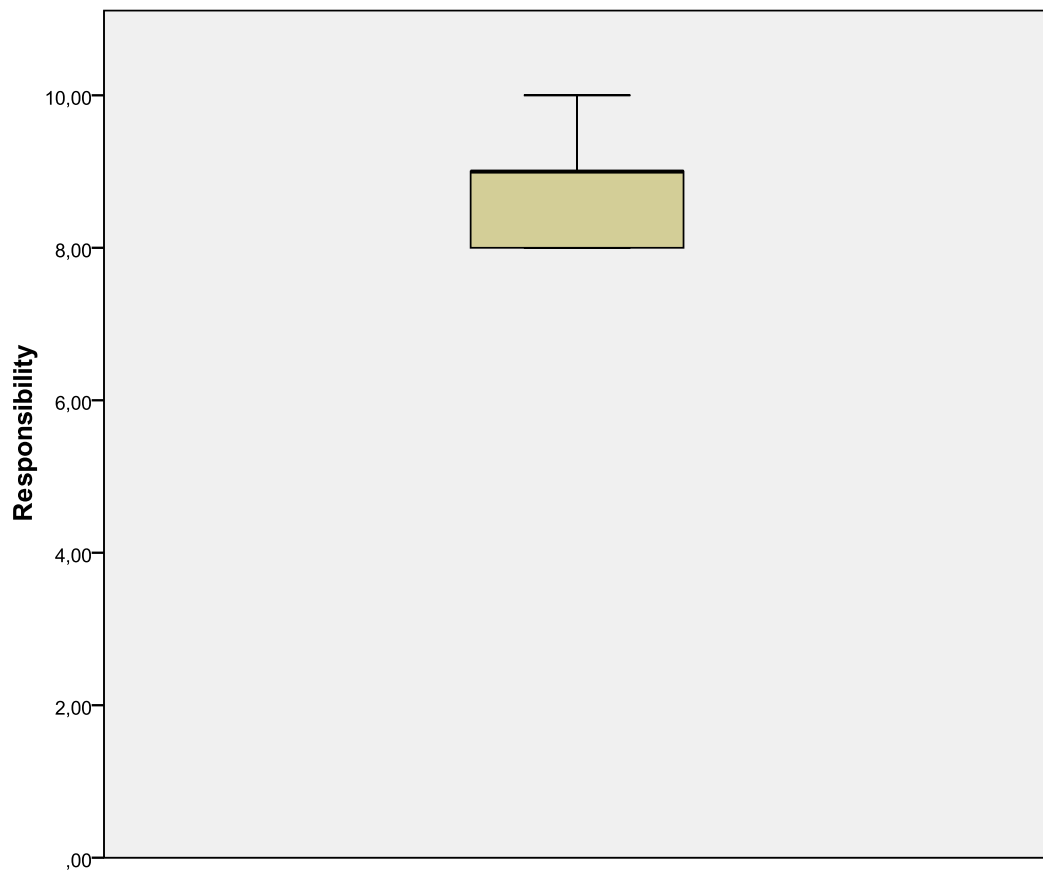
Τέλος.

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APPENDIX C

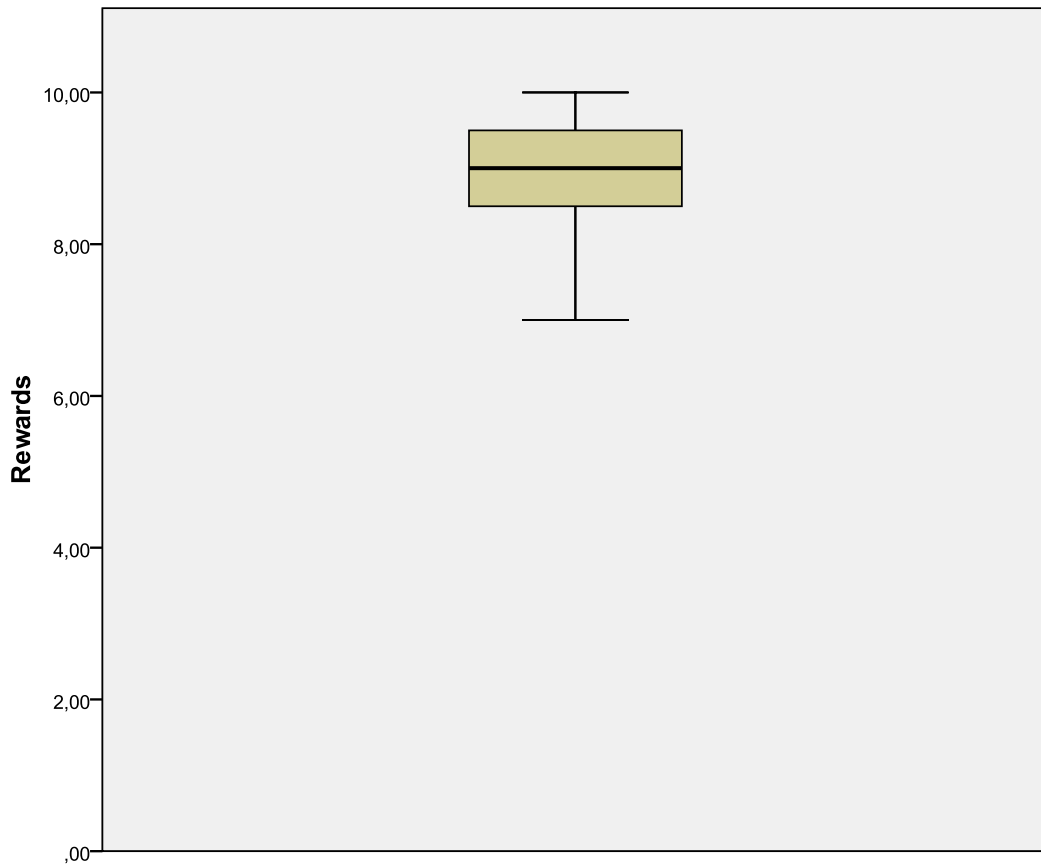Box plot graphs for the seven organizational culture dimensions are follows:
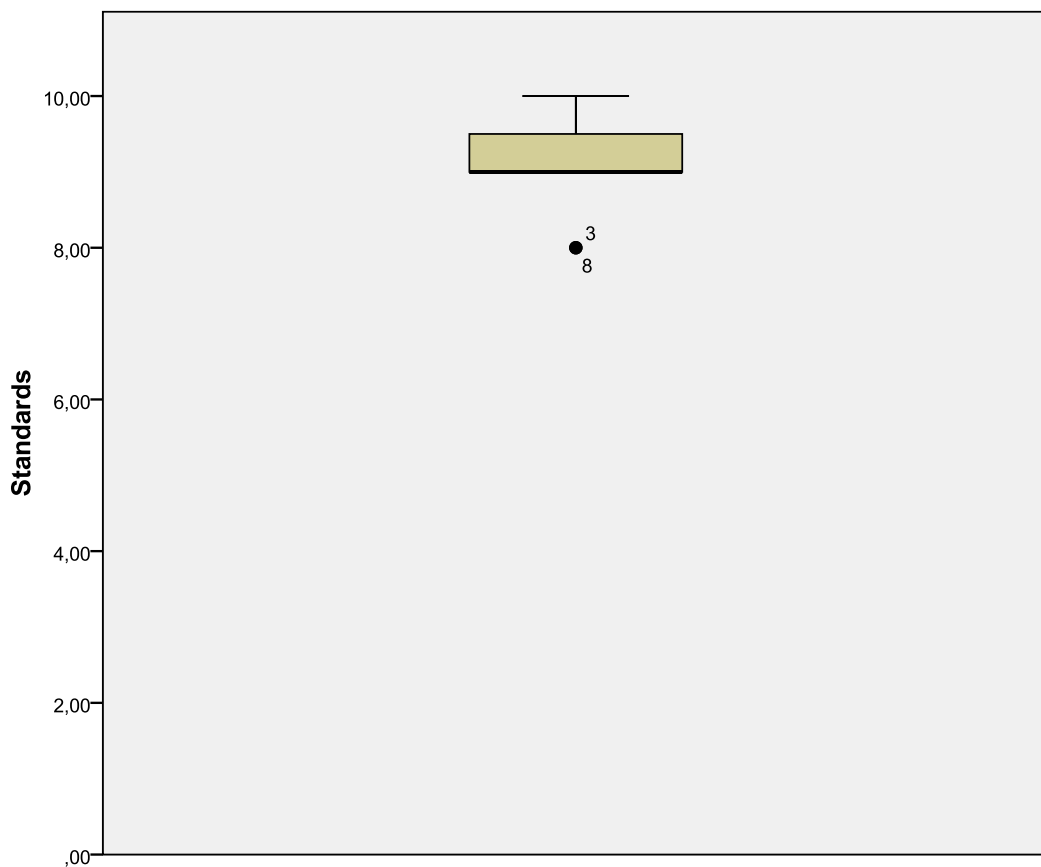
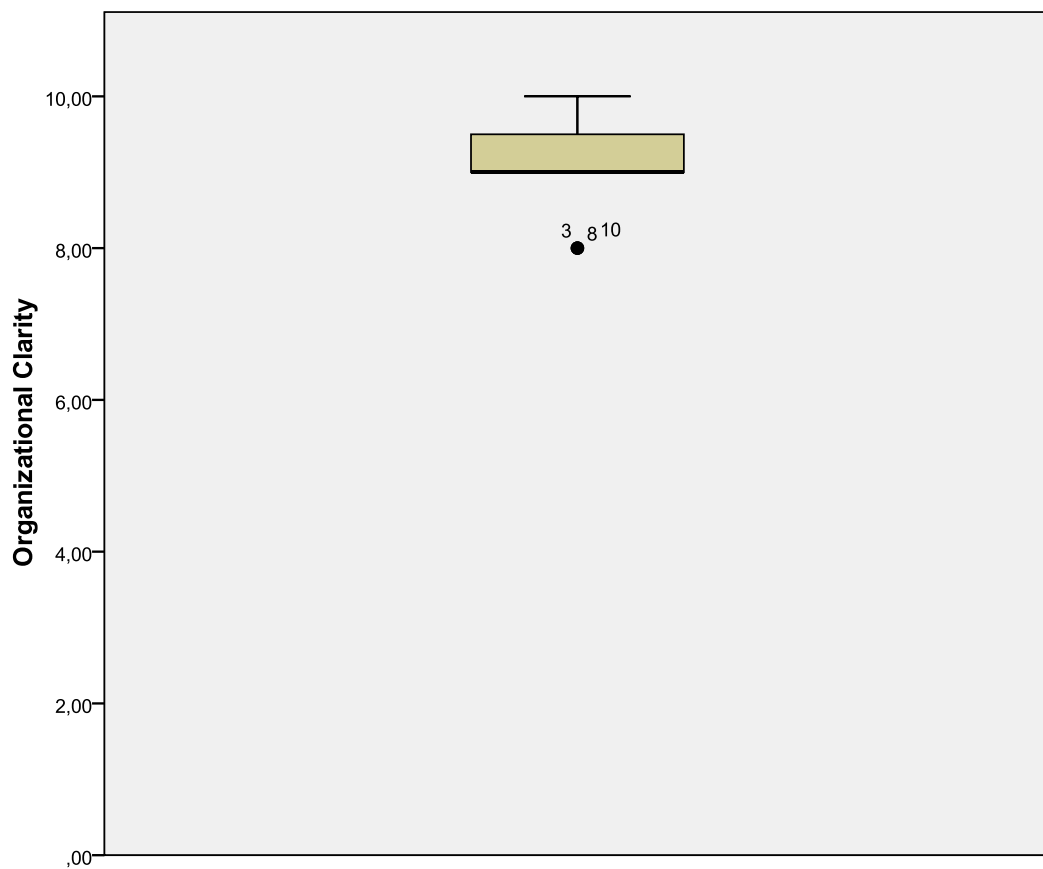Graph 1.Conformity
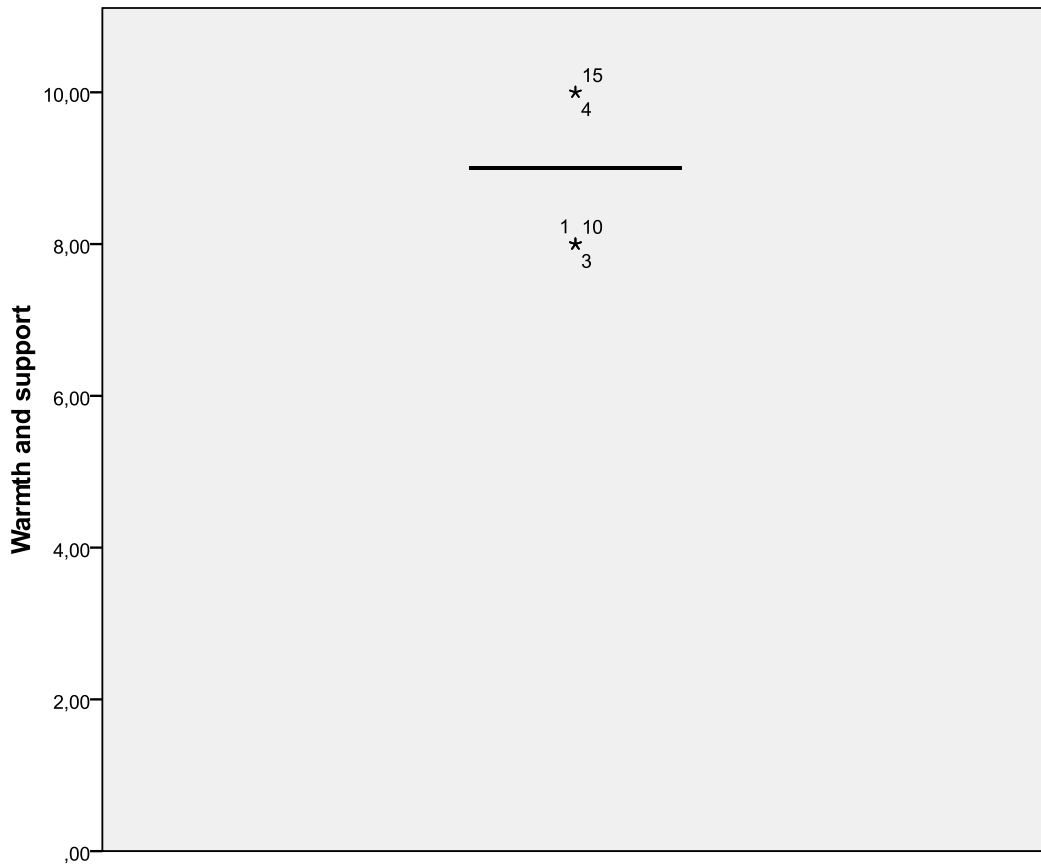
Graph 2.Responsibility

Graph 3.Rewards

Graph 4.Standards

Graph 5.Organizational clarity

Graph 6. Warmth and support

Graph 7. Leadership