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# Management and Leadership: Perceptions of Principals and Teachers of the Secondary Education Directorate

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**Abstract**

This research attempts to record the views of principals and teachers regarding the principals of schools of the Secondary Education Directorate in Athens, Greece. Furthermore, it investigates how they administrate the educational units in order to highlight the features that distinguish the manager from the leader. Additionally, it underlines the need for teachers' training on issues in leadership and management, to improve efficacy in the educational unit. The research was conducted via anonymous questionnaire in 121 participants. The conclusions strengthened the inclusion of the management functions in the educational process. They also stressed the lack of principals – leaders and demonstrated the inability of schools to appreciate training courses and to innovate.

**Keywords**: Management, Leadership, Educational Management, Effectiveness

## Introduction

The educational unit is a living and evolving organism, a dynamic coexistence of teachers, students, parents and the wider society. It is run by one person, the principal, who is responsible for the proper operation, must ensure a climate of cooperation, promote interactive and creative exchange of views and overall to create the appropriate culture in order to always achieve expectations and goals. In addition principals must work with the faculty and provide the link between the central government decisions and the transposition and implementation in the educational environment. Clearly the principals are responsible for the implementation of the laws, the circulars, the curriculum and all those regulations for the smooth operation and the management of changes which are common in the past few years.

This work revolves around the influential post of the principal for the school organization. Nowadays, the principals are not treated as single dispatchers of administrative issues and facilitators of bureaucracy, but they take a variety of roles within an educational organization which is constantly changing and evolving. Some of these roles are (Smith, 1990): coordinator, organizer, reformer and responsible for upgrade and improvement of the educational unit. Therefore, the academic qualifications, i.e. the knowledge stemming from the scientific knowledge, do not a guarantee the suitability for the post of principal. Therefore, we investigated whether the principles of Human Resource Management are appropriate to be applied and increase the efficiency of the educational organization.

The main objective of the research is to identify and record the views of principals and teachers regarding the management and leadership in educational secondary units of the Secondary Education Directorate in Athens, Greece. We will attempt to identify the characteristics that distinguish leadership and show whether that difference affects the efficiency of the organization. The research questions that we will attempt to approach are:

- Are the basic principles of management applied by the principals?
- What qualities of manager-leader are necessary for the proper and efficient operation of the school unit and do principals have these characteristics?

**Theoretical Part**

**Management**

Every organization and business, private or public aims to achieve its intended objectives and to become effective. According to Papakonstantinou & Anastasiou (2013) management refers to the way the resources and the available means to an organization are planned, organized, mobilized and coordinated in order to achieve its objectives. Additionally, it is empirically understood that the success of an organization depends primarily on the successful administration. Therefore, it is understood that the management of an organization must take into account the relationships between employees and a large number of activities contributing to the achievement of the objectives which are set.

According to Brinia (2008) the general principles regarding management, as presented by Taylor, are:

a) Careful selection and training of the personnel.
b) Specialization and division of labor.
c) Reward system based on performance.
d) The right person in the right position.
e) Application of scientific methods, standards and rationalization.
f) Link of payment with productivity.

According to Pasiardis (2014) there are the five functions of management: Planning, organization, supervision, coordination and control. For more details on the basic functions of management we can mention the following:

a) Planning: According to Koutouzis (1999) through the design, the organization's targets and the appropriate approach to achieve them are defined.
b) Organization: Through the organization, activities and available resources (Raptis & Vitsilaki, 2007) are distributed in order achieve the organization's objectives.
c) The administration, which is mostly the supervision and guidance of human resources and refers to the management of human resources including employee motivation and their guidance in (Koutouzis, 1999).
d) Control: The evaluation, the correction and remodeling of activities always aiming to achieve the objectives.

**Management in Education**

Skouris (1995) points out that education in Greece is a public service that exists within a framework of structures and responsibilities. Indeed, the educational institution is an organization with specific structure and goals. Everard & Morris (1996) argue that the school promoted students' learning under an acceptable curriculum the school organization must fulfill these objectives effectively, efficiently and with good financial management.

Management of an educational is the coordination of the people (students, teachers, support staff), activities and existing means for providing education in a more efficient way (Siakoveli, 2011). The educational organizations differ on the goals of the business, but they must function effectively in order to improve the quality of services they offer (Papakonstantinou & Anastasiou, 2013; Hatzipanagiotou, 2005).

Management clearly influenced the administration of education as we recognize many principles. Brinia (2008) presents the following principals:

- segmentation of labor
- power to give orders but also to bear the responsibility for the results.
- unity of these commands.
- range of control.
- unity of the same direction.
- discipline in order to achieve objectives.
- transfer of responsibilities.
- specialization.

In Greece, we observe that the principal is the head of a school unit and the responsibilities are limited to the management of the unit, which is extremely bureaucratic. The principals' role is to be intermediaries as they must transpose and apply the general education policy objectives set out by the central authorities. Furthermore, we should not overlook that the principal is responsible for leading, motivating, training the human resources and creating a climate of enthusiasm, creativity, a sense of collegiality and common progress towards achieving the objectives. The realization of these roles differentiates an educational institution from another and although it is not a business with purely economic terms, it attracts students and teachers and is appreciated by the local community and beyond.

According to the Greek Law (1566/1985) the educational process has a single goal: "the all-round, harmonious and balanced development of mental and psychosomatic abilities of students". Therefore, there should be systematic and well-planned planning which can be based on the basic principles of management of organizations. According to Saitis (2005), the training organization is an open educational system that is in constant interaction with the environment. Andreou and Papakonstantinou (2004) also report that the educational system is developed under the influence of the increased social demand for education. However, nothing can operate smoothly without ensuring the right people for the effective operation of an organization (Koutouzis, 1999). They will be organized and coordinated properly in order to achieve the provision of quality education.

Education Administration in accordance with Papakonstantinou & Anastasiou (2013) includes:

a. The definition and planning of objectives for the operation of the educational system and the administration of educational units.
b. The coordination and organization of required resources (human and technical)l actions and efforts to provide education in an effective manner. Gradually an organization chart is formed in order to define the objectives and the responsibilities (Hatzipanagiotou, 2005).
c. The management of human resources for the implementation of the organization's objectives through the operation of appropriate organizational environment, successful communication and the creation of a common vision.
d. The evaluation, information and control of the results and the decision making. The audit procedure is directly related to the amendment of incorrect choices, the

continuation of good practices and more generally the continuation or the change of the organization in order to be effective.

During the administration process, the environmental factor should be taken into consideration (Andreou and Papakonstantinou, 2004) as it is both unpredictable and also decisively influences the educational unit that is not "self-existent" but is trannsformed from the social, political, cultural, economic and demographic data (Hatzipanagiotou, 2005). It noted that educational institutions in Greece are managed hierarchically and there is a centralized system. All schools operate under a law grid and are is bound to apply what is dictated by the Ministry of Education with very little margins for autonomy.

However, the educational organization differs from a business as the profit is not easily measurable while at the same time there is a confusion about who is the customer. Firstly, we should emphasize that the administration of the educational institutions is included in the public service it limited possibilities of an autonomous educational policy. At the top of the central administration is the Ministry of Education and the base are educational units throughout the country.

**Leadership**

Leadership, one of the key factors of the effectiveness of the school unit is a concept that is difficult to define. Kenzevich, (Raptis & Vitzilaki, 2007) points out that leadership is a force that can inspire action on a group of people, lead their activities in a certain direction, maintain such activities and unify the individual efforts to reach common objectives. Saitis (2005) claims that the leader exercises influence, affecting people's behavior in order to create a climate which promotes the effectiveness of the organization. A typical definition for the leader (Brinia, 2008) is the one that defines him as a person that has the ability to convince employees to follow him voluntarily and willingly. Pasiardis (2014) argues that effective leader has the ability to pass on the vision and mission of the school to all stakeholders (teachers, students, parents, support staff and the local community) committing them creatively.

There are some specific characteristics attributed to effective leaders and act decisively to achieving their objectives. Cleveland states (Pasiardis, 2014) that some of these features are that the leaders are interested in what is happening around them, they stay ahead of the changes and they seeks to learn. Additionally they want to know the way of thinking, the arguments and beliefs of those around them not with a critical disposition, but because of their desire to understand, to solve possible misunderstandings and to improve, to learn, to understand situations through fruitful dialogue. Also the leader has the courage and composure to face risks as an opportunity for change and be aware that there are people with different experiences, perceptions and concepts who must collaborate and, therefore, there will be confrontations and conflicts. These problems can become creative and can bring about positive changes in the educational unit, if they are handled efficiently. Furthermore, the effective leader is confident and has a deep faith that all will be improved without this meaning that he is a reckless visionary. Finally, leaders have a personal sense of responsibility, a continuous concept for fostering a climate of cooperation and unity with a view to efficiency.

**Leadership and Education**

Educational organizations are characterized by complexity, competition, increasing demands for results both by students and by parents and continuous changes of educational policy, curricula and the way of evaluation. Therefore, a manager-leader with vision, with flexibility

and the ability to adjust, to correct and to transform in order to obtain the expected outcome in collaboration with teachers of the school is necessary.
Theophilidis and Stylianidis (Mylona, 2005) report that the stability and conscientious action alongside with the creative thinking and the courage to face new challenges are important characteristics of the principal - leader. Brinia (2008) notes that the role of the principal of the educational unit is determined by methods derived from the management area as he uses the Directorate tools and implements leadership behavior and management practices in order to achieve objectives which are set. The following table is indicative of the differences between the leader and manager.

Table 1
*Differences between the leader and manager (Brinia, 2008)*

| **Leader** | **Manager** |
|---|---|
| Visionary | Logical |
| Passionate | Expert |
| Creative | Persistent |
| Flexible | Problem solver |
| Inspiring | Rigid |
| Innovator | Analytical |
| Courageous | Structured |
| Imaginative | Advisory |
| Experimental | Reliable |
| Independent | Stabilizer |

Mpourandas (2005) identifies significant differences between manager and leader, as the first is appointed while the latter arises, emerges through the organization. In the first case the power is given because of the position but the leader has to do mainly with personal power and the ability to make others partakers of his vision for change.
The leader is not simply a standard dispatcher that faithfully implements, monitors and thoroughly follows the instructions but places workers in the center and tries to invest on the feelings and needs, to create a climate of trust, solidarity and innovation. It is also noted that the manager is trying to accept the data and successfully manage current issues without investing in changes or have long-term goals. Mpourantas (2005) claims that the manager does things right while the leader does the right things. The manager simply administer an organization but the leader opens new paths and basically leads the organization in the future. According to Mullin (1994) Watson highlights the differences between management and leadership with the term “the 7S”. The first three refer to management while the next four refer to leadership These are:

- Strategy
- Structure
- Systems.
- Style
- Staff
- Skills
- Shared values

Hoy & Miskel (2005) point out that there are significant differences in the way the manager and the leader of a school unit operate as the first remains in the workplace filling paperwork for a long time while the leader of a school has communication skills and the ability to create a collaborative climate.

Nonetheless, the fact that the principal of the educational unit is not emerging from it but by the central power has of course consequences on how the power is exercised as principals have gathered the highest score on qualifications and on the interview and they are not the most suitable people who have vision. However, we should not overlook that the principal is elected to carry out procedures that are defined by higher levels of government while the leader is not chosen by someone but emerges due to personal characteristics and social influence which relies in the leader's ability to create the greatest work offering (Zavlanos, 1998). Mullin mentioned (Pasiardis, 2014) that the management is taught while the leadership is charisma and stems from the personality of the individual.

Pasiardis (2014) points out the differences between the manager and the leader. What characterizes the first is the education and experience, clear instructions, exercising centralized power which limits the initiatives and “prohibits” mistakes. The manager is interested in compliance and is distinguished by rigor. These characteristics often cut him off from the employees and often loses touch with the organization that administers. This is evident in education as the principal in order to meet the demanding role ceases to contact students and colleagues, although until recently he was one of them. On the other hand, the leader causes innovation. There is direct communication with all those involved in the educational process, problems and unforeseen circumstances are brought to the attention of all and mistakes are always in the process and an opportunity for reorganization and adjustment.

**The Necessity for Leadership in Education**

It is important for the manager to turn from principal-bureaucrat to manager-leader with the use of appropriate tools of management (Brinia, 2008). Therefore, it is necessary to obtain administrative skills in order to meet the increased requirements. Guidance of the employees, prestige, communication skills for the effective communication within the organization, creating a climate of learning and harmonious coexistence, the promotion of human resources and all available resources can be crucial to achieve the desired change.

According to Bush (2003) the educational leadership focuses on process and learning and on behavior of teachers when they work. The main objective is to improve the learning of the students via the teachers. At this point the necessity of the manager-leader who can command effectively is essential because Brinia (2008) notes, that leadership is exercised characterized by citing arguments, democratic procedures, openness and ingenuity. The leader is the image of the school unit to the outside, so communication with all stakeholders is essential.

The research of Stravakou (2005) emphasizes the educational gap faced by principals of schools before and after their selection. There are no organized training programs for teachers and there is no openness as neither the students nor their parents are the target of such programs. Teachers are not motivated by their principals to take initiatives but there is a positive communication climate and the problems are solved collaboratively. Finally it emphasizes the view of the majority of teachers for the election of the principal from the teachers' association and the need to select individuals that are distinguished by leading characteristics.

The research of Mylona (2005) concluded that the role of the principal is crucial to the effective operation, creating a positive environment and achieving the objectives. The personality, skills and the personal vision contribute to its success. Teachers believe that teaching excellence is not enough, and they should be trained in educational leadership and Human Resource Management. According to Sallis (2005) leadership is important because it is the key feature of effective organizations. The leader is the partaker of vision to staff, students and the school environment and he should create a friendly and safe culture within the organization. Unesco (2008) argues that effective learning environments demand professional leaders.

In 2008 a survey was conducted by the Pedagogical Institute according to which the efficiency involves innovation, development, quality, the collective targeting and consistency and satisfaction of the stakeholders. The research highlighted the need for training of managers in administration, change in the selection and the need for autonomy and self-management in schools. Finally the need for continuous, systematic and compulsory training outside of the educational routine is essential. In the comparative study of Stylianidis (2008) we see that the principals in Greece mainly have an executive role while in Finland they are responsible for recruitment and redundancies, for teacher training and the preparation and implementation of the regulations. In addition, the principal is permanent and training and experience in management is a prerequisite in order to take the place.

Additionally the survey from Unesco (2009) stresses that the goals of the effective principal should be the school's development, team building and motivation of teachers. Research certifies that this position is complicated and requires a permanent, flexible and personalized training, before and during being a principal and considers as essential the responsibility for teacher training. In 2010, a research was conducted with the participation of six countries, among them Greece regarding the School Management The request for training is evident. 72% require training in management and planning while more require training in their specialty. The Greek principals who participated in the research expressed their need for education and training (86%). Wallas (2013) claims that an effective school has high expectations of its students while it cultivates a sense of community to teachers. Regarding principals, the need to prepare for the educational administration, management of change and the development of a spirit of cooperation within the educational community are crucial. The researchers suggested to define responsibilities, training in university programs, internships, selective recruitment and support on the job.

The research of Leff (2014) states that effective leadership is associated with student achievement. The creation of a secure environment, the strengthening of the educational sense of organization contributes to reducing violence and delinquency. Furthermore, the effective manager with the personal vision contributes to a climate of trust and respect.

Research of John & Wesley in secondary schools in the Philippines shows that there is a close relationship between cause and effect in leadership effectiveness, organizational climate and commitment of teachers. The principal-leader is responsible for the support of teachers and the existence of a positive climate of respect and participatory decision-making. The research conducted by Wai Chan (2013) in Hong Kong points out that the job of the effective principal is to enhance the effectiveness and cooperation of teachers. Additionally, the commitment by the principal in order to create the culture of the organization is very important.

## Methodology

During the research the survey is used, which is suitable for detection of conditions, positions, opinions and estimates (Dimitropoulos, 2001) and it is the most commonly used descriptive method in educational research (Cohen & Manion, 1994). The research questions are:

- Are the basic principles of management applied by the principals?
- What qualities of manager-leader are necessary for the proper and efficient operation of the school unit and do principals have these characteristics?

We chose to collect data via an anonymous questionnaire, as this research may be conducted in a fairly large sample within a short period of time, providing thereby more information for processing. Furthermore, because it is anonymous, it gives higher reliability, while it is analyzed easily. The processing and analysis of data is highly objective and accurate and helps to draw statistically exploitable conclusions (Faulkner et al., 1999).

The questionnaire included closed-ended questions and used Likert scale with five categories: 1. Strongly agree 2. Agree 3. No opinion 4. Disagree 5. Strongly disagree. This type of questions require less time both in collecting data and in the analysis (Faulkner et al, 1999). 150 questionnaires were distributed and 121 were returned. The sample consisted of teachers and principals of the Secondary Education Directorate in Athens, Greece. Data were analyzed with the software package SPSS 20. Inductive methods and descriptive statistics were used.

## Findings

| Clause | Results |
|---|---|
| Planning, organization, administration and control are distinct operations. | 69.4% agree that the planning, organization, administration and control are distinct functions, 5.8% have no opinion and the remaining 24,8% disagree. |
| Interrelations are created within the school unit. | 86.8% of participants agree that within the school there are interrelationships, 5% have no opinion and the remaining 8.3% disagree. |
| The goals are set in the beginning of the academic year. | 66.9% of participants agree that at the beginning of the academic year the objectives are defined, 5% have no opinion and the remaining 28.1% disagree. |
| The educational visits are planned from the beginning of the academic year. | 62.8% agree that the educational visits are planned from the beginning of the year, 5.8% has no opinion and 31.4% disagree. |
| Distribution of responsibilities is based on skills. | 59.5% of the participants agreed that the distribution of responsibilities is skill-based, 6.6% have no opinion and the remaining 33.9% disagree. |
| There are training programs in the educational unit. | 42.1% agree that the school unit made continuous training programs, 9.1% have no opinion and the remaining 48.8% disagree. |
| There is evaluation after the completion of the teaching process. | 56.2% of participants agree with that at the end of the teaching process assessment is made, 9.9% have no opinion and the remaining 33.9% disagree. |
| The principals set clear objectives. | 59.5% agree that the principals have clearly defined the objectives, 8.3% have no opinion and the remaining 32.2% disagree. |

| | |
|---|---|
| The principals have created the methods to achieve the objectives. | 58.7% of respondents agree that the principals have created the methods to achieve the objectives in cooperation with the teaching staff, 7.4% have no opinion and the remaining 33.8% disagree. |
| The principal communicates effectively. | 63.6% agree that the principal communicates with all stakeholders, 8,3% have no opinion and the remaining 28.1% disagree. |
| The principal uses the skills of the staff. | 54.5% of the participants agree that the principal understands the capabilities and shortcomings of the teaching staff, 7.4% have no opinion and the remaining 38% disagree. |
| The principal asks for teachers' opinion. | 66.9% of the participants agreed that the principals seek the opinion of teachers, 6.6% have no opinion and the remaining 26.5% disagree. |
| Election of the principal should be done from the teachers' association. | 75.2% of participants agree that the election of the principal should be a responsibility of the teachers' association, 5% have no opinion and the remaining 19.9% disagree. |
| The permanent position of the principal will improve the effectiveness. | 64.5% of the participants agreed that the permanent position of the principal will improve the effectiveness, 14.9% have no opinion and the remaining 20.7% disagree. |
| The principal created vision. | 52.1% of participants agree that the principal creates vision, 11.6% have no opinion and the remaining 36.3% disagree. |
| The principal faces the challenges that occur. | 52.9% of participants agree that the principal faces the changes, 14.9% have no opinion and the remaining 32.2% disagree. |
| The principal inspires the staff. | 52.9% agree, 11.6% have no opinion and the remaining 37.2% disagree. |
| The principal anticipates the problems. | 59.5% of the participants agree that the principals anticipate problems, 7.4% have no opinion and the remaining 33% disagree. |
| The principal uses new data and knowledge. | 51.2% of teachers agree, 14% have no opinion and 34.7% disagree. |
| The principal organizes regular and structured meetings. | 60.3% of participants agree that the organization of information meetings are efficient, 8.3% have no opinion and the remaining 31.4% disagree. |
| Efficiency of training. | 50.4% of respondents agree that it is effective, 9.1% have no opinion and 40.5% disagree. |
| Implementation of plans and programs. | 76.9% of participants agree, 5% have no opinion and the remaining 18.2% disagree. |
| Student performance. | 61.2% of participants agree that the school unit affects the student performance, 10.7% have no opinion and 28.1% disagree. |
| Prevention of delinquent behavior. | 65.3% of participants agree that the school unit is effective to prevent it, 10.7% have no opinion and the remaining 24% disagree. |

| | |
|---|---|
| Cooperation with parents. | 67.8% of respondents agree that the school unit is effective regarding the cooperation with parents, 8.3% have no opinion and the remaining 24% disagree. |
| Promotion. | 64.5% of participants agree that the school unit is effective in promoting the programs, 9.1% have no opinion and the remaining 26.5% disagree. |
| Selection of principals regarding the sex of the candidates. | 33.1% of respondents agree that sex is important, 36.4% have no opinion and 30.6% disagree. |
| Selection of principals regarding the age of the candidates. | 34.7% of participants agree on the importance of age, 9.9% have no opinion and 55.4% disagree |
| Selection of principals regarding the teaching experience of the candidates. | 85.1% of participants agree on the importance of teaching and pedagogical training, 13.2% have no opinion and 1.6% disagree. |
| Selection of principals regarding the professional experience of the candidates. | 93.4% of the participants agreed that it is important, 4.1% have no opinion and 2.5% disagree. |
| Selection of principals regarding training in management. | .4% of the participants agreed on the importance of management in education, 4.1% have no opinion and 2.5% disagree |
| Selection of principals regarding the knowledge of foreign language. | 69.4% of participants agree that language skills are important, 14% have no opinion and 16.5% disagree. |
| Selection of principals regarding leadership characteristics. | 93.4% of participants agree that they are important, 3.3% have no opinion and 3.3% disagree. |
| Selection of principals regarding the training in Human Resource Management. | 98.3% of participants agree that principals must be trained on human resource management and 1.7% disagree. |
| Training on the educational law. | 86% of participants agreed that the training in educational legislation is necessary, 9.9% have no opinion and 4.2% disagree. |
| Training on psychology. | 90.9% of the participants agreed that the training on psychology is important, 4.1% have no opinion and 4.9% disagree. |
| Contact and communication. | 90.9% of the participants agreed that communication is necessary, 3.3% have no opinion and 5.8% disagree. |

**Discussion**

Regarding the first question it seems that most participants agree that in the school unit the roles are distinct and the targets are clear. To the question whether the basic operations of management are found in school unit, we see that a very large percentage agrees that they are present. This positive response can certainly be combined with the fact that the two previous years teachers had been involved in writing a self-evaluation of the school unit, thus they realized the need to implement the operations and procedures of management.

However, the remaining percentage leads us to conclude that the implementation is not general.

Regarding the interaction in the school unit we find that the majority of teachers agree that it is efficient. This point is confirmed by the research of Stravakou (2005); Mylona (2005), which both refer to the need for a positive interaction climate. Sallis (2005) claims that the principal should create opportunities for interaction and a positive atmosphere. These conclusions are confirmed by the research of Wallas (2013) and also by the Unesco survey (2009) which refers to the creation of a group. When asked whether the targets are formed from the beginning of the academic year (planning process) (Koutouzis, 1999) a very high percentage states that they do. Regarding the activities, field trips and generally the opening in society it takes place from the beginning of the academic year, according to most of the participants. But there is 37.1%, which takes the opposite view and leads us to speculate that the planning does not work all the time.

Regarding the distribution of responsibilities according to the skills, most participants say that it is implemented in the educational unit. But one in three disagree probably because of the centralized management system (Koutouzis, 1999). The lack of evaluation procedures do not allow the principals to administrate by the qualifications and skills of the staff and adjust their options according to the evaluation.

When participants were asked if the school unit conducted training programs (operation of management), the majority of respondents disagree. These results agree with those of Stravakou (2005) and those of the Institute of Pedagogical Research (2008), according to which the need for training is great and unfortunately it should be implemented “outside” of the educational practice. Mylona (2005) highlights the need for training prior to accepting the responsibility in leadership and management. Stylianidis (2008) demonstrates the need for training in management and leadership which is provided in Finland but not in Greece. Surveys of Unesco (2008, 2009) also agree with the results of this research as both highlight the crucial contribution of the principals in efficiency and the essential training in administration issues. However, we should once again emphasize the existence of a centralized system which denies the autonomy, the initiative and the financial resources in educational units in order to organize appropriate training programs.

On the question whether after the completion of teaching, there is assessment and feedback we see that a large percentage agree there is, but we cannot ignore those who disagree. We understand that the assessment is carried out in most educational units and despite the difficulties in measuring the efficiency, the educational units try to meet the standards. Of course, here emerges the need for universal implementation of management in order to achieve effectiveness, as assessment is a factor that characterizes the effective principal (Raptis & Vitsilaki, 2005)

When asked if the principals have clearly set the goals and the mission of the organization, most participants agree that they have. Similar findings are also found in the surveys of Mylona (2005) and Sallis (2005) who argue that the determination and commitment of the staff affects the efficiency. Leff (2014) believes that setting goals and organizing can be indicators for success. Regarding the means of achieving the objectives, we see that the majority claims that they are agreed upon cooperation of principals and teachers. The constructive cooperation is fundamental to the effectiveness and promotion of educational work in most surveys (Stravakou, 2005; Mylona, 2005; Sallis, 2005; Unesco 2008, 2009).

Regarding the communication skills of the principal most teachers agree that the principals understand the merits and shortcomings. However, some disagree. Georgiadou and

Kambouridis (2005) highlight the role of the principal who as leader of a living organism should promote communication. The operation of the management (Pasiardis, 2004) could contribute so that the principal can acquire the necessary skills to utilize the staff and be supportive.

Regarding the creation of a collaborative environment, we see that the largest percentage agrees that there is collaboration in the educational unit. The importance of a collaborative climate and the correlation with school success is found in most surveys. Certainly the percentage of those who disagree leaves us to speculate that there are schools where there is a communication gap.

Teachers agree for the most part that the principal should be selected directly from the teachers' association. At this point our research coincides with that of Stravakou (2005) but also with the changes in the selection of principals which are suggested by the Pedagogical Institute (2008). At this point it should be stressed that until this year the principal was rarely a member of the school unit, which created cooperation difficulties and reduced the chances for him to become a person accepted by his colleagues.

The largest percentage believes that an experienced principal who is trained in Human Resource Management needs time to approach changes and implement the vision for the educational organization, therefore, the position should be permanent. Stylianidis (2008) presents that in Finland, the principals hold a permanent position.

Seeking the characteristics of the principal-leader we see that most believe that the principal has a vision. The existence of vision is a key element of an effective manager. Sallis (2005) says that through the communication of this vision the principal engages all stakeholders (John & Wesley, 2014; Ghan, 2013).

Regarding the change management there is a remarkable percentage of those who disagree that it is efficiently implemented. Only through the grant of autonomy in the school unit the principal can face the changes as an opportunity for improvement. Stylianidis (2008) says that principals in Greece mainly have an executive role and therefore the autonomy and self-management is limited. Wallas (2013) says that the school which manages the changes and use them as opportunities for improvement is more efficient than others.

Investigating views on whether the principal is an inspiration, we observe that the percentage of those who agree is slightly above average and there is a 37.9% who disagree. The survey of Unesco (2008) concludes that effective schools require professional leaders. In predicting the problems and making decisions, the largest percentage agrees that they are characteristics which exist in principals-leaders.

Regarding the use of new data in the educational process, the participants are divided and allows us to conclude that there are many schools where change and innovation are not part of their teaching practice. Innovation is important as noted by Mavrogiorgos (1994). The survey conducted by the Pedagogical Institute (2008) is in agreement and states that innovations must be incorporated into school practice. Stravakou (2005) says teachers are not motivated by their principals to take initiatives.

In an effort to record the effectiveness of the unit in regards to opening to the community by organizing all kinds of events we see that the majority of teachers agree, but again there are disagreements. Wallas (2013) says it is important to cooperate with the local community. Regarding training in the school unit, we see that teachers are divided. That proves the lack of autonomy and financial resources which do not allow implementation. The findings of Stravakou (2005) converge with those of our research as well as those in the Pedagogical Institute (2008).

As for student performance we see that the majority of teachers agree that the school unit is effective. The fact is that despite the objections that efficiency should not be linked to the performance, the latter is a measurable size. Mylona (2005) concludes that most schools are effective. The performance of students in all kinds of examination is directly measurable as it can be diagnosed during the school year. The observation of students' performance can provide important data for redefining the ways of achieving goals. The research of the Pedagogical Institute (2008) concludes that significant efficiency factor is the quality of the provided education and the satisfaction of stakeholders.

Regarding the prevention of illegal behavior and the creation of a calm pedagogical climate, we see how consistent the majority of teachers is which means that good cooperation between all parties is achieved. Those who disagree prove that there is always room improvement. Leff (2014) argues that effective leadership and creation of a secure collaborative environment contributes to the reduction of violence and delinquency. Cooperation with parents is also successful which proves that the school unit is working well and invests on openness. These data contradict the research Stravakou (2005) which says the school unit is characterized by introversion.

Trying to record the features that are considered important for choosing a principal-leader, we observe that neither sex nor age are considered as important. The vast majority of respondents consider teaching and pedagogical training as very important. Similar are the results in terms of the educational experience and the Human Resource Management which shows that the teachers understand the need for training in the educational units. In terms of language skills as the majority agrees that they are necessary. 94% argue that abilities like optimism and creating a friendly climate characterize a principal-leader.

The participants believe that they should be trained in Human Resource Management. This shows a considerable lack of public administration because the principals consider that they lack the necessary skills to fulfill their role. This finding is confirmed by the investigations of (Stravakou, 2005; Raptis & Vitsilaki, 2005; Milonas, 2005; Unesco, 2008, 2009).

Finally, regarding the scientific fields that the teachers believe they should be trained in before becoming principals, most agree that fields such as Human Resource Management, theories of Leadership and Management, the Educational Legislation, psychology and communication are necessary prerequisites in order to operate smoothly and efficiently the school. Unesco surveys (2008, 2009) also refer to training in these fields, which shows that the training of principals in organizational and leadership issues should be a key priority.

**Conclusions**

Continuous changes in the educational landscape require adaptability, critical acceptance and flexibility. Modern educational institutions should focus on openness and make changes. The role of the principal is crucial to the effectiveness; creating a vision, clear goal setting, collaborative climate, interest in student performance and their improvement are necessary. The principal-leader through scientific integrity, the ability to inspire and the good knowledge of Management Science can create an effective organization where the positive climate will dominate.

It is important to highlight the need for training of principals as there is a significant training gap. Training programs for teachers should also be implemented in order for the school unit to become a dynamic entity updating and expanding the knowledge. The training must be annual and periodic, targeted to all those who have been serving as principals. To those who intend to and all those who are interested as this will facilitate the educational climate and

promote the organization's goals. This research shows the need for implementation of the principles of management in the modern educational institutions.

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