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"Team spirit" or "Impoverished" management? The profile of the school leader of today

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Abstract
The present study aimed at detecting the leadership profile of the secondary education leader. The "Blake and Mouton Managerial Grid Leadership Self-Assessment" questionnaire was stabilized and adapted in the Greek language and was used for the purposes of this study. A quantitative research method was used delivering anonymous questionnaires to 240 teachers, randomly selected who were asked to give their opinion on a five point Likert scale regarding their school principal profile at 48 schools randomly selected. The statistical analysis of the questionnaires with the SPSS statistical package revealed that the secondary education school leader profile in the research area ranks, based on the administrative grid of Blake and Mouton style, between 5.83 and 6.23 and is close to this of the "Middle of the Road" style of leader. Based on this leadership profile, the school principal seeks to balance between school stakeholders and educational tasks.

Keywords: Leadership, management, teachers' views, secondary education

JEL classifications: I20, I21, I29

Introduction

In any organization there are positions that form its hierarchical pyramid. Individuals that hold the highest positions of the pyramid are assigned the leadership of the organization (Anderson, 2005). Although the exact definition of the term leadership remains an unsolved problem (Hallinger & Ronald, 2004), leadership can be defined as the process that ensures cooperation among the organization stakeholders and can lead to the achievement of the best possible educational results (Southworth, 2004b). In parallel to this, leadership can be defined as a task which emphasizes the importance of administrative work mainly aiming to an appropriate combination of human and material resources to achieve specific aims the organization has set (Yukl, 2002).

Educational leadership appears in the field of education where the role of the leader is to support, assist and facilitate the basic works of the educational institutions, among which teaching and learning (Leithwood & Duke, 1999). According to Hallinger & Murphy (1986) the educational leadership consists of three major axons: a. the school mission, b. the management of the educational program and c. the improvement of the school atmosphere. Similarly and according to Southworth, (2002), the monitoring of educational aspects and the creation of a collaborative environment for the exchange of views on professional issues are also important aspects of educational/school leadership.

Characteristics of a school leader

In the contemporary educational reality, formed by the constantly increasing demands and challenges of the 21st century schools, the educational/school leaders undertake a very important role for which they need to be well prepared so as to cope effectively with all their expected duties. Part of their role is their responsibility for the school's optimum organization and administration, their effective cooperation with other educational stakeholders, and the creation of a pleasant atmosphere among all interested parties in and out of school (students, teachers, administrative personnel, parents and so on). Additionally, and in parallel to effective organizational skills, school leaders should display an ability to be a positive model for the school stakeholders as well as facilitators and/or mentors of their work in the school and for the school.

Today, more than ever, it seems that school leaders need to acquire the kind of skills that allow them to run the school properly, following appropriate administrative strategies and innovative methods and thus, leading to the improvement of the school matters, be these administrative and financial or educational (Harris & Day, 2003). To comply with these responsibilities, the schools leaders should be appropriately trained for the kind of knowledge that will enable them to carry on with their duties. Among these are also the development of the school as a center of knowledge and of proper attitudes and behavior. For this reason, important aspects of the school leaders' personality are being fair, lenient, and decisive but at the same time, flexible, cooperative and communicative (Bush & Middlewood, 2005).

However, school leaders' basic concern should not only be a high sense of managerial duties, but also a fervent vision to create a high cultural level, in their school that should provide good examples of positive models and ideas for innovative educational practices to both the practitioner teachers and student school communities (Storey, 2004). For, encouraging cooperation and communication among the school parties, (i.e. teachers, students, local community) is a way to facilitate the success of the school targets, thus leading to the desirable educational results (Khan et al., 2009). The ability to display negotiation skills (Sergiovanni, 1990), to organize a cooperative educational context, activating all educational parties involved (Fidler, 1997) towards the success of common goals set by everyone (Cerit, 2009), are elements of a successful leadership profile of a school principal that should not be underestimated (Fidler, 1997).

The role of the school leader around the world

School leaders' duties and profile varies from country to country. In Cyprus, for example, the school leaders are responsible for a number of tasks. Their role is twofold and involves both administrative responsibilities and human resource management duties. Especially for the school personnel, school leaders ensure that teachers have equal opportunities for training and professional development, and offer their guidance and coordination at such matters (Pasiardis & Orphanou, 1999).

In Finland, the school leaders design the curriculum following the standards set by the respective municipalities. They see to the training of the teachers, facilitate their professional development and put an effort to maintain a good atmosphere in the school. Additionally they collaborate with other schools and interested associations for the benefit of the educational issues (Rinne et al., 2002).

In Portugal, the school leaders' profile is close to that of a manager who is involved in daily school management matters. School leaders in Portugal mainly follow the instructions given by the Ministry of Education (Pasiardis et al, 2005), although there are those that are dynamic and/or innovative enough to take initiatives and deviate from the formal procedure.

In Sweden, research shows that an efficient school leader is considered the person that participates in all educational decisions and is consistent with the school goals such as effective teaching and learning. An effective school leader is also considered the leader who is able to communicate effectively with the teachers on a daily basis, regarding their aims and educational goals (Arlestig, 2008).

Types of leadership

A relatively recent effort to code leadership in education, based on modern theoretical approaches, is presented in the document "National Standards and School Principals" (National Standards for Head teachers, 2004). According to this text, leaders can be categorized as: a. educational, transformational, administrative, cooperative or participatory leaders, although there are numerous categorizations by others.

According to this categorization, the Transformational Leaders ensure that the vision that a school has is clear, understandable and acceptable by all members, and in line with the values and needs of the school and the local community. The transformational leaders work towards the implementation of this vision and aim at its compatibility with the principles of the national education policy and the works in the school community.

On the other hand, the Educational leaders are specifically targeted on the educational matters of the school, such as teaching and learning (DuFour, 2002), cultivate high learning expectations and are interested in assessment and in the development and renewal of school curricula (Hulpia & Devos, 2010· Bass & Avolio, 1994).

Similarly, the Administrative school leaders ensure the efficient operation of the school-based administrative theories and the provision of the institutional frameworks (Everard et al., 2004). These leaders place emphasis on the appropriate implementation of the organizational structure of the school matters, based on the values of teamwork, cooperation and solidarity, while at the same time, they seek ways to minimize factors that impede learning (Wallace, 1999).

Regarding the cooperative type of leaders, it is believed that they treat everyone fairly, equally, with dignity, respect and interest, and try to create a positive working atmosphere (Blasé & Blasé, 1999). Cooperative leaders wish to form a collaborative culture at school and promote partnerships with other schools to build effective learning

communities (Myers & Murphy, 1995). Additionally, they foster teamwork, cooperation and participatory decision-making, and ensure the support of newly assigned teachers (Vroom & Yetton, 1973). Furthermore, they promote teachers' continuous professional development and reward group collaboration, recognizing and praising their work either in school or in the local community through special events for this purpose (Shen et al., 2012· Zaleznik, 1977· Caldwell, 2008).

The literature review on teachers' views on their school leader

Based on the literature, opinions vary as regards the profile of the school leader. For instance, a study was conducted in 2010 which used data collected by the National Center for Educational Statistics (NCES), from 4,842 districts with 9,893 principals and 56,354 teachers respectively. The study collected data on teachers' and principals' perspectives on principals' engagement in various leadership practices and investigated whether the schools met the accountability measure. Based on the findings, the teachers perceived that the principals had a high level of engagement in intellectual stimulation and input, and low level of engagement in cultural aspects, order, discipline and focus (Herrera, 2010).

In another study, 143 teachers of 16 schools were questioned regarding their perceptions on their school leader profile. According to the findings, teachers were satisfied with the principals' leadership style (Kay Hardman, 2011). However, transactional leadership had a negative relationship while transformational and passive-avoidant leadership style had a positive relationship with student achievement.

Similarly, ten teachers and ten students were interviewed regarding their opinion on their school principals. The results revealed that the majority described the principals as transformational leaders (Denessen, 2015). Additionally, a survey study was conducted in Turkey (Karakose, 2008) regarding teachers' views on the profile of their principal. According to the findings, the teachers mainly spoke about negative managerial behaviors. They criticized the ethical leadership of their principals and stated that they weren't satisfied with the principals' ethical behaviors, although the principals performed well in cultural matters and organization of sport or cultural meetings.

The managerial grid of Blake and Mouton

Generally speaking, the most common styles that the school leaders employ are based on the assumption that they are mainly interested in two things: a) the production (the "project" of their work) - (for the purposes of this research we will call it "interest in educational results" - b) the relationships (that is the "people" in the school grounds) (for the purposes of this research we will call it "interest in people"). According to the 1958 categorization of school directors' management style of Tannenbaum & Schmidt, this difference in emphasis in interests was in contrast with one another as the more a school director was interested in results, the less he/she would be interested in people and vice versa.

However, it soon became apparent that the manager-director-leader is not necessarily only interested in results or just relationships, but that he/she might be interested in both at the same time or that he/she may not be interested in any of the two. This is shown at several administrative style models, one of which is the managerial grid of Blake and Mouton (1993), (Figure 1). The particular grid was developed by Blake & Mouton and displays different types of leaders, depending on the interest shown by each one of them either in the production (educational results) or in the employees (people).

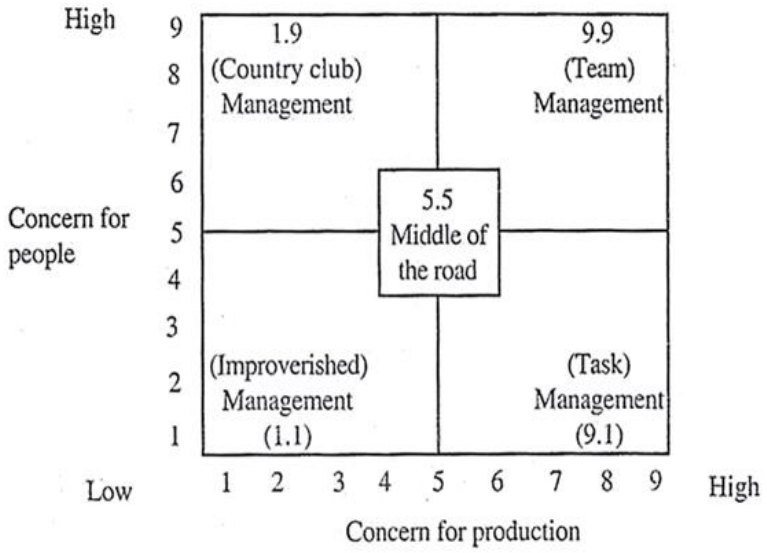


Figure 1: The managerial grid of Blake and Mouton (1993)

In the managerial grid of Blake and Mouton there are five squares which represent a specific style of management. The square on the left bottom side on the grid (1,1) (Impoverished) refers to a school leader whose interest, either in the production (educational results) or in the people (teachers, students), is very poor. The square on the right bottom side (9,1) (Authority compliance) refers to this person who is mainly interested in the educational results whereas the interest in the school community is very low.

On the other hand, the left top side of the grid (1,9) (Country club) is about the school leader who is highly interested in the school members but not in the educational outcomes. Meanwhile, the square on the right top side (9,9) (Team leader) is about the leader who is very cooperative and tries to collaborate with the school stakeholders so as to find a solution for their personal or educational problems. Last, in the middle of the square of the grid, we have the "Middle of the road" (5,5) style of leader who is interested equally both in the production (educational results) and the people of the school.

The particular grid of Blake and Mouton is the one that was used in this research, the purpose of which was to detect the teachers' views on the leadership profile of their school leader in secondary education schools in Greece.

Rationale for the present study

In today's schools directors are likely to be assigned with a load of responsibilities. At times, this may lead to merely keeping to their managerial duties due to their stress to carry out their tasks as successfully as possible without any subsequent problems or consequences. With their emphasis on this part of their duties, little interest is sometimes left in the improvement and the development of the school as a whole. Furthermore, due to this agony they fail to emphasize the qualitative characteristics of the school matters in their management, the development of good relationships between the school members (i.e. teacher and students, teachers and parents) or the development of a school that is "open" to the society, will cooperate, improve and move forward.

Because of their managerial duties, a lot of school directors do not place it as one of their priorities to support teachers and sometimes they may create a stressful environment around them and a focus on paper work, which they demand from them, in an absence of cooperation or collaboration. This attitude often leads to a negative atmosphere in the school and stresses the teachers who complain and feel the luck of communication. With the above points in mind, we decided to investigate the teachers' views on their school directors' profile in Secondary education based on the grid of Blake and Mouton.

The Research

Purpose of the research and research question

The research took place during the school period of 2015-2016. Its purpose was to investigate the leadership profile of the secondary education school principals in the research area, based on the grid of Blake and Mouton. The main research question was as follows: Which is the leadership profile of the secondary education school principal in secondary schools today?

The sample

The participants in the research were 240 teachers (five teachers – male/female - from each school that were randomly asked and voluntarily agreed to participate in the research) from 48 schools, randomly selected. All teachers gave their consent in the research and were explained that they could withdraw anytime they wished to do so. They were also explained that the questionnaire, which asked them to give their opinion on the profile of their principal, would be anonymous for ethical reasons.

The research tool

A basic aspect of a research effort is an appropriately structured data collection tool, with specific axons, credibility and validity, which records the participants' views in properly formed questions. The creation of such a credible research-diagnostic tool is quite time-consuming and a hard task which often presents dubious results because of the many parameters that appear. Therefore, the selection of an already existing one is usually preferred. For the purposes of this research it was decided to use the questionnaire "The Blake and Mouton Managerial Grid Leadership Self-Assessment Questionnaire". The specific questionnaire is a creation of Vision Council (http://www.The

vision council.org) and it is used for leadership self-assessment purposes. This questionnaire was adapted in Greek with no major changes.

The process for the Greek version of the "Blake and Mouton Managerial Grid Leadership Self-Assessment" Questionnaire

In order to use the specific questionnaire in this research in the Greek reality, and based on the literature, we followed a process of its translation in the Greek language. The process of translation in the Greek language entails three stages and is usually used in questionnaires of medical research studies (http://www.outcomes-trust.org/bulletin /0797blltn.htm): These are forward translation, back translation and piloting with a small sample of participants and are as follows:

A. Forward translation

The original text was translated from English to Greek by two experienced English language teachers with studies in the U.K. and therefore, with a very good knowledge of English but also of the content of the questionnaire, as they themselves were teachers of public Greek schools. The stage of the reconciliation report followed, which is the process of the adjustment of the two translations by another teacher. This resulted in the first version of the questionnaire, based on the clarity and understanding of the questions as well as their proper grammar and syntax.

B. Back-translation

This is a phase of the backward translation from the Greek language to English by another experienced teacher who did not know the original version of the questionnaire. The differences that appeared between the original English text and the final text of the back translation were examined and assessed, for proper modifications to take place in order to have the pre-final version of the Greek questionnaire. This way an appropriate linguistic approach and clarity of the translated text is ensured, and emphasis is placed on phrases that may alter important concepts and/or words due to the different meaning they may have in everyday language in both languages.

C. The piloting of the questionnaire

The last stage involved the piloting of the pre-final version of the questionnaire. Therefore, the questionnaire was delivered to ten teachers, randomly selected, who responded voluntarily. Based on the results, minor changes were made and the final version of the questionnaire was ready to use. An analytical process is described below (section: Construct validity).

Structure of the questionnaire

The questionnaire, includes two parts. The first part asks teachers to answer certain information regarding their principal. These relate to gender, speciality and past experience. The second part follows with 18 questions which refer to the leadership style of the school principals, aiming to assess their profile on a Likert scale from one to five. The Likert scale is a Norm-referenced scale which is widely

used in questionnaires and are preferred in research where participants are asked to answer by ticking their choice on a scale of one to five, which correspond to the extent to which they agree or disagree with a certain issue.

The questionnaire is structured based on the grid of Blake and Mouton and entails two axons: 1. The school principal's attitude towards the teachers (people); 2. The school principal's attitude towards production (education results) with 9 questions each. The first axon (interest in people) corresponds to questions 1,4,6,9,10,12,14,16 and 17 while the second axon (interest in educational results) relates to questions 2,3,5,7,8,11,13,15 and 18. The answers are placed on the grid of Blake and Mouton based on these questions in order to develop the profile of the school leader.

Stabilizing the Greek version of the "Blake and Mouton Managerial Grid Leadership Self-Assessment" Questionnaire

It is necessary for a researcher to check the research tool for credibility and validity purposes regardless of whether this tool was stabilized or not or it was created for the needs of a research project. This checking is important especially when the research tool was created abroad and was translated in another language (i.e. in Greek in this case). Checking the credibility of the tool allows the researcher to have a picture of the stability of measurements, the agreement between repeated measurements under the same conditions. Similarly, checking the validity allows the researcher to know the accuracy of what is being measured, that is, its ability to measure what it was designed for (Engelhardt, 1997).

Checking the validity of the Greek version

This was carried out through content and construct validity as follows:

A. Content validity

For content validity, the questionnaire was first given to a number of teachers who checked the questionnaire in relation to the research aims and questions so as to see if it corresponds to the topic it investigates. The teachers replied that there was a correspondence between the research aims and the questions and therefore it displayed content validity.

B. Construct validity

The construct validity of the questionnaire was examined by: a. a group of teachers, b. the pilot research teachers' interviews. Specifically, the translated version of the questionnaire was delivered to ten randomly selected teachers. Their aim was to detect any weaknesses or vague points so as to reformulate the questions for clarification purposes and therefore produce an improved version if necessary. Ten randomly selected secondary education schools took place in the pilot study where a randomly selected teacher was asked to voluntarily respond to the questionnaire.

After the teachers had been explained the purpose of the pilot study and were reassured of the anonymity for ethical reasons, all teachers

that agreed to participate responded to the questionnaire. Upon completion of this stage, four randomly selected schools and their four randomly selected teachers were asked to voluntarily participate in semi-structured interviews with questions that related to those of the questionnaire. The purpose of the interviews was to emphasize any points that lacked clarity and understanding or any further points that were important to include in the questionnaire that would give possible answers to the research question if needed and would serve the purposes of the research.

Checking the credibility of the Greek version of the questionnaire – Interanalysis.

The kinds of credibility that refer to internal consistency involve – for open type questions – a. Cronbach's a co-efficient (values above 0.7 indicate credibility), while the more heterogeneous questions of a questionnaire, the lower the co-efficient of internal consistency; b. split-half reliability. The statistical analysis was carried out with a properly configured excel program and SPSS V.22.0.

The analysis of the results revealed that the credibility of the questionnaire, as regards its internal consistency and construct validity is ensured with the use of Cronbach a co-efficient, which was found to be 0.941 for the total of the questionnaire, as shown on tables 1 and 2:

Table 1: Co-efficient credibility of Cronbach's a for the total of the questionnaire

Reliability Statistics

Cronbach'sAlpha	N ofItems
,941	18

Table 2: Co-efficient credibility of Cronbach's a, mean, variance and correlation co-efficient for the total of the questionnaire deleting successively one answer

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	CorrectedItem-TotalCorrelation	Cronbach's Alpha if Item Deleted
Question_1	103,1475	189,938	,805	,935
Question_2	101,1225	206,567	,447	,941
Question_3	100,8675	214,279	,224	,944
Question_4	103,9275	180,895	,835	,934
Question_5	102,7425	191,305	,780	,935
Question_6	103,4625	199,483	,729	,937
Question_7	102,6675	194,580	,656	,938
Question_8	102,9600	202,832	,626	,939
Question_9	102,0450	200,190	,690	,938
Question_10	101,7675	201,752	,607	,939
Question_11	101,9475	191,337	,776	,935
Question_12	101,8425	204,549	,462	,941
Question_13	102,9825	175,966	,837	,935
Question_14	101,7975	189,714	,811	,935
Question_15	103,1100	199,793	,517	,941
Question_16	103,2300	185,513	,769	,936
Question_17	103,7550	191,532	,733	,936
Question_18	102,9525	193,278	,618	,939

Omitting successively each one of the 18 questions included in the questionnaire we result in different values of Cronbach's a co-

efficient between values (0.935 – 0.944). Additionally, the analysis of the results revealed that the credibility of the questionnaire, as regards its internal consistency and structure validity, is ensured with the application of split half which was found to be 0.913 for the axon "Interest in people" and 0.783 for the axon "Interest in Educational Results" and 0.930 for the total of the questionnaire. Based on the above, it can be argued that the Greek version of the questionnaire, is credible, valid and an efficient tool for the measument-assessement-detection of the leadership style of the secondary education school principal.

The actual research in schools – quantitative study

The final questionnaire was given to 240 randomly selected teachers at 48 schools, all randomly selected. The teachers were either female or male, depending on whoever wished to voluntarily consent to his/her participation. However, the choice of schools, although random, it was based on three specific criteria: gender, speciality and administrative experience (number of years) of the school principal, factors that served the purpose of the research and the research questions. Half of the schools (24) were in rural locations while the other half (24) were in urban areas. Upon the teachers' consent they were delivered the questionnaire which did not need more than five minutes to be answered. The whole process took place during the teachers' school breaks so as not to obstruct the lessons and the school procedure. All schools had been notified for the purposes of the research and the researchers' visit by the researchers themselves in advance. The number of schools/principals in relation to their gender, speciality and administrative experience is presented in the table below.

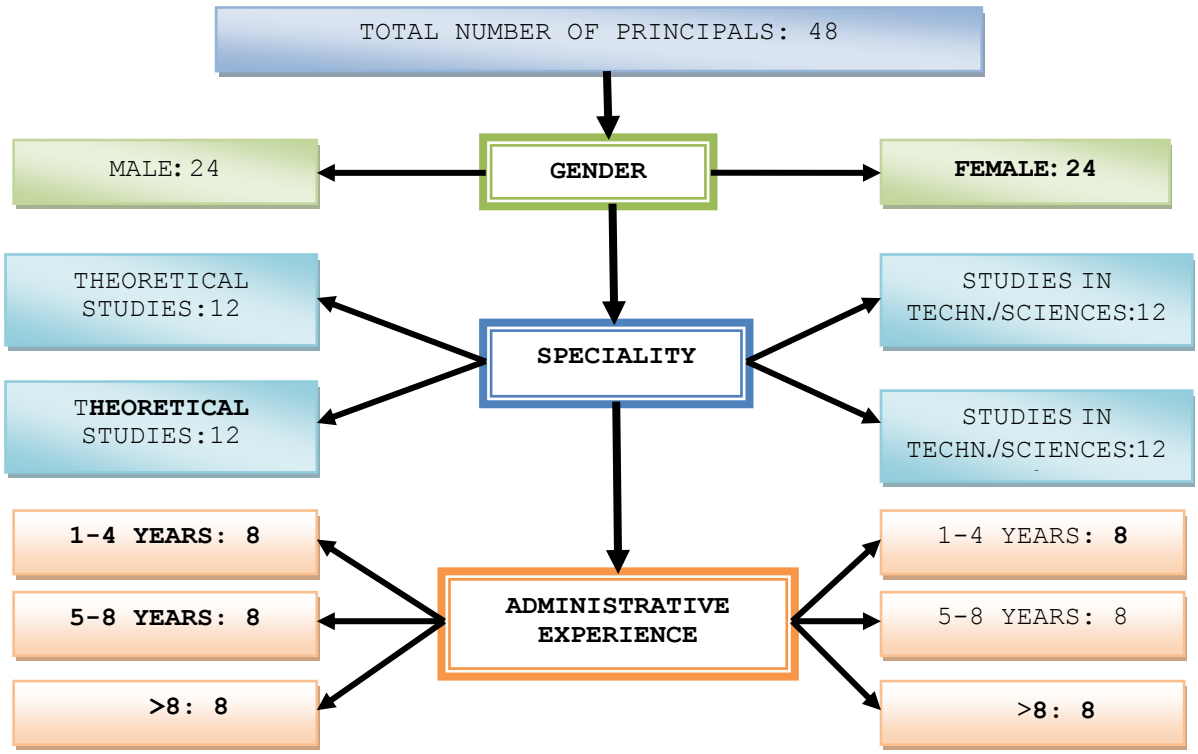


Figure 2: The group of principals per gender, speciality and administrative experience

The actual research in schools – quantitative study

As aforementioned, the participants were 240. This number was decided because firstly, the number of teachers (five from each school) was considered satisfactory for an objective and unbiased contribution of their opinion as regards the profile of their school leader (Cohen and Manion, 2003). Secondly, as it is difficult and not easily applicable to collect data from all the population in a research, there was an effort for a representative and homogeneous number of teachers to participate. This is because they represent the total of the target population and therefore they constitute the corresponding sample with the relevant characteristics. This way the credibility and validity of the research is ensured.

Ethical issues

All participants were fully informed and explained the purposes of the research and were asked to give their consent to it. The participants were also reassured that the questionnaires were anonymous for ethical reasons and there would be no reference or indication of their identity of their schools. Furthermore, all participants were given all necessary explanations and clarifications, when and if asked, regarding the content of the questionnaire or any questions in relation to it. Finally, all participants were explained that they could withdraw any time they felt they wished to do this and that they could have a copy of the results in case they wanted it.

Limitations of the research

There were some limitations in the process of this research. One of them was the one method of data collection that was used. In contrast to triangulation (the use of multiple data collection tools like questionnaires, observations, interviews, focus group discussions), the use of just one method may imply an alteration of the perception of the topic of investigation and may lead to the limitations in data quantity or quality (Cohen & Manion, 2003). However, due to time limits and personal difficulties triangulation was not used, but it is intended to be used in a future relevant and more extensive research.

Another limitation was some of the teachers' lack of time to respond to the questionnaire, which however was very short, as this was during their school breaks between classes. Another limitation was also the fact that because the process took place during the teachers' school breaks, many teachers were not available at that time, as some of them had school duties to attend to or office work to carry out (students' grades, preparation of tests etc.

Analysis of the data – Results of the research with the use of SPSS

A.Finding the basic statistical indexes

The first statistical recording refers to the basic statistical indexes in the total of the 48 school principals that are presented in the following table, as these resulted from the SPSS statistical package (Table 3):

Table 3: Basic statistical indexes

	Interest in People	Interest in Educational Results
Mean	5,8425	6,2350
Std. Deviation	,88723	,80117
Std. ErrorofMean	,12950	,11564
GroupedMedian	6,0800	6,2400
Sum	279,96	299,28
Minimum	4,04	4,80
Maximum	7,28	8,04
Range	3,24	3,24
Median	6,0800	6,2400

From the above table it can be seen that the main rank for the school principal is: as regards the axon "Interest in people" M=5,84 (± 0,89)and as regards the axon "Interest in Educational Results" M = 6,24 (± 0,80). Based on these figures the leadership profile of the school principal is given in the following grid of Blake and Mouton (Figure 3):

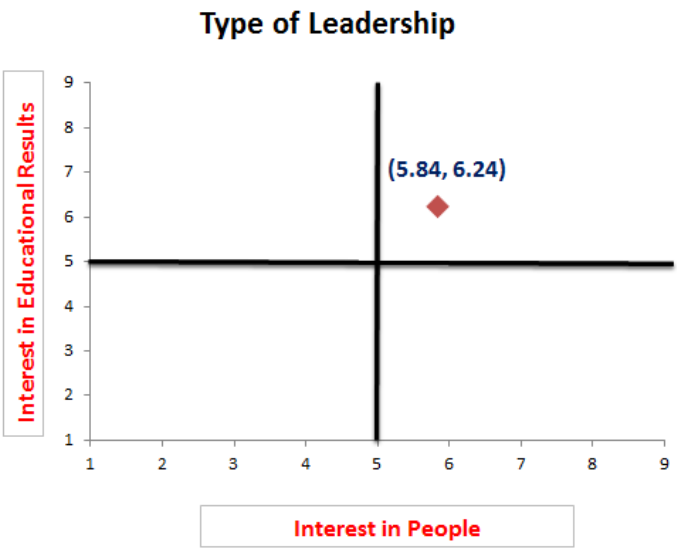


Figure 3: The grid of Blake and Mouton for the leadership profile of the secondary education school principal.

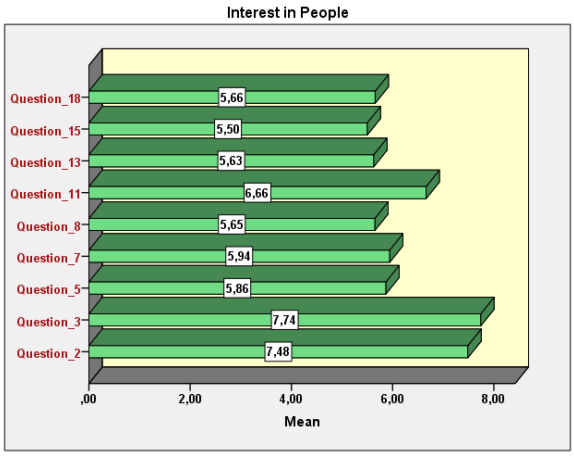
Based on the above grid, the profile of the secondary education school principal is very close of that of the "middle of the road" (5.84, 6.24). This implies that this kind of school principal is equally interested in both educational results and the people working in the school, trying to ensure a certain level of the personnel efficiency and avoiding degrading their positive morale. The "middle of the road" principal focuses on the best possible educational results, putting an effort to fulfil most of the school preset school targets. Simultaneously, he/she is concerned with the creation of appropriate working conditions for the personnel, and therefore exploits their ideas or skills in the best possible and most efficient manner.

1. Interest in people:

The table and chart that follow present the means and standard deviation per question as regards the axon "Interest in people" (Table 4):

Table 4: Means per question in the axon "Interest in People"

Questions	Mean	SD
Q_1: Encourages her/his colleagues to participate in decision making and tries to implement their ideas and suggestions	5,46	1,20
Q_4: She/he enjoys coaching people on new tasks and procedures	4,68	1,54
Q_6: She/he encourages teachers to be creative about their job	5,15	,86
Q_9: She/he enjoys reading articles, books and journals about training, leadership and psychology and then putting what she/he has read into action	6,56	,876
Q_10: When correcting mistakes, she/he does not worry about jeopardizing relationships	6,84	,90
Q_12: She/he enjoys explaining the intricacies and details of a complex task or project to teachers	6,76	,95
Q_14: Nothing is more important than building a great team	6,81	1,20
Q_16: She/he honours other people's boundaries	5,38	1,45
Q_17: Counselling teachers to improve their performance or behaviour is second nature to her/him	4,85	1,23



Graph 1: Means per question in the axon "Interest in People"

As regards the questions of the axon "Interest in people" we can see that questions Q_4 where the school leader enjoys coaching people on new tasks and procedures (M = 4,68 (±1,54)) and Q_17 where the leader considers that counselling teachers to improve their performance or behaviour is second nature to her/him (M = 4,85 (±1,23))display the lowest rank in teachers' assessment. This is a fact which, according to the teachers, demonstrates that today's school leaders are not particularly interested in training or counselling their colleagues so as to improve their efficiency. On the other hand, questions Q_10 where, when the school principal corrects mistakes, she/he does not worry about jeopardizing relationships (M = 6,84 (±0,90))and Q_14 where nothing is more important for a leader than building a great team (M = 6,81 (±1,20))display the highest rank. This demonstrates that on the school leader does not worry especially for the relationships among teachers and at the same time she/he aims at creating a capable team of colleagues who can assist her/him and facilitate his duties.

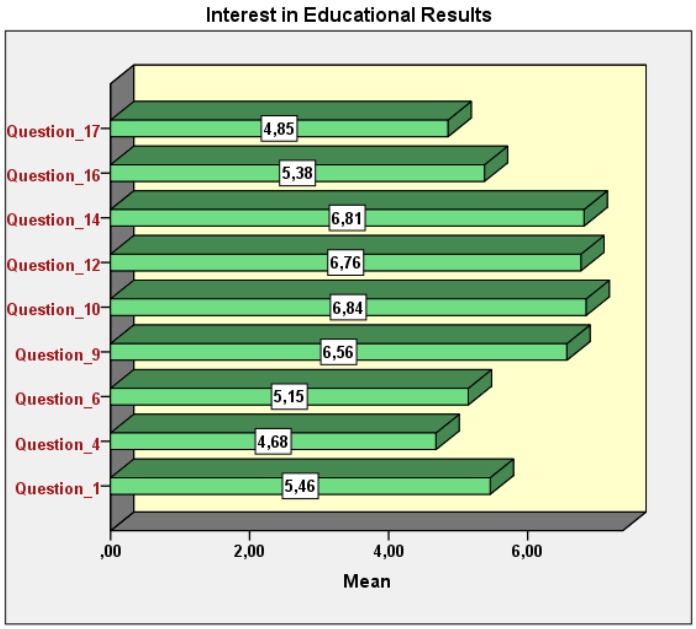
2.Interest in Educationalal Results:

The table and chart that follow present the means and standard deviation per question as regards the axon "Interest in Educational Results" (Table 5):

Table 5: Means per question in the axon "Interest in Educational Results"

Questions	Mean	SD
Q_2: Nothing is more important than accomplishing a goal or task	7,48	,84
Q_3: She/he closely monitors the schedule to ensure a task or project will be completed in time	7,74	,53
Q_5: The more challenging a task is, the more she/he enjoys it	5,86	1,17
Q_7: When using a complex task through to completion, she/he ensures that every detail is accounted for	5,94	1,20
Q_8: She/he finds it easy to carry out several complicated tasks at the same time	5,64	,817
Q_11: She/he manages time very efficiently	6,66	1,18
Q_13: Breaking large projects into small manageable tasks is second nature to her/him	5,62	1,75
Q_15: She/he enjoys analyzing problems	5,49	1,15
Q_18: She/he enjoys reading articles, books and journals about her/his profession and then implementing the new procedures she/he has learned	5,65	1,33

As regards the questions of the axon "Interest in Educational Results" we can see that questions Q_15 where the school leader enjoys analyzing problems (M = 5,49 (±1,15)) and Q_13 where breaking large projects into small manageable tasks is second nature to the leader (M = 5,62 (±1,75))display the lowest rank in teachers' assessment. This is a fact which, according to the teachers, demonstrates that today's school leaders are not particularly interested in devoting time for the analysis of school problems so as to break them into more manageable ones. On the other hand, questions Q_3 where, the school principal closely monitors the schedule to ensure a task or project will be completed in time (M = 7,74 (±0,53))and Q_2 where nothing is more important for a leader than accomplishing a goal or task (M = 7,48 (±0,84))display the highest rank. This demonstrates that she/he is particularly interested in an immediate fulfilment of the school targets or the relevant school duties.



Graph 2: Means per question in the axon "Interest in Educational Results"

Discussion

This study has shown that, based on the teachers' views, the leadership profile of the secondary education school principal is that of the "Middle of the road" on the grid of Blake and Mouton (5.83, 6.23). Based on these results, this type of principal presents an equal and balanced interest in both axons on the grid (people and educational results), thus ensuring a logical level of efficiency of tasks without failing to care about the school personnel. Such a principal emphasizes the school targets and puts significant effort to implement most of the goals and ideas set by the school community. Additionally, she/he is interested in creating appropriate conditions for teachers and learners' enhanced active participation and exploit their ideas and skills as efficiently as possible.

The leader that employs this type of leadership tries to balance her/his decisions and actions. Furthermore, she/he focuses on a balance between teachers' needs and educational purposes, thus displaying equal interest in both people and educational results. Therefore, when her/his goals are not fully met, she/he intends to compromise so as to acquire an acceptable level of efficiency for both managerial and educational work. However, by placing equal emphasis on both, it is quite difficult to always be successful, as it is difficult to be efficient in both aspects at the same time.

Generally, according to the results, the leader of this style is equally interested in people and educational matters and especially students' progress and effective instructive methods. However, the results also imply the style of a leader who does not wish either to conflict with her/his colleagues or does not have the necessary skills to take initiatives for innovations and prefers to compromise so as to maintain a balanced atmosphere in school. Nevertheless, it is not always easy or applicable for a leader to maintain good relationships with all the personnel, as she/he needs to support the school targets and official instructions and therefore, some kind of confrontation is at times inevitable. Perhaps, a reason for this profile might be the heavy load a leader is obliged to undertake nowadays and therefore she/he does not wish any conflicts given that she/he could use some support in his work.

Our interest in discovering more about the issue does not stop here. Therefore, as a next step, there will be an investigation on how factors such as gender, speciality and administrative experience affect the profile of the secondary education school leader of today.

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