

**TEACHERS' VIEW OF THE EDUCATIONAL REALITY REGARDING THE  
BEHAVIOR OF THE SCHOOL PRINCIPAL**

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**ABSTRACT**

This paper examines the views of secondary education school teachers, regarding the educational decisions made in school, in relation to the behavior of the school Principal. Theoretically are being approached the institutional bodies involved in the administration of the school unit, the decision-making as a function of the administration of a school unit, as well as the roles, the procedures and the decision-making models. The survey was conducted with a written questionnaire, with five main axes: the strengthening of the role of the teachers, the responsibilities of the principal, the decision-making by the principal, the image of the school and the role of the Teachers' Association. The sample of the research was consisted of 151 teachers of secondary education of the Dodecanese islands in Greece and inductive statistical analyses were performed on a total of five variables that concerned either personal data of the teachers or data of the school units in which teachers work. A key research finding is the distance that separates teachers' expectations from what applies in school practice.

**Key Words:** Decision Making, Decision Implementing, Teachers' Association, Principal, School Administration, Leadership.

**1. INTRODUCTION**

Based on the systemic theory each school unit can be considered as a sub-system of the whole educational system, which is in constant interdependence with other systems of the external environment (other schools, social organizations, groups of individuals) (Petridou, 2011). For the effective operation of the school unit, that is, the successful transformation of the inputs (teachers, students, curricula, material infrastructure and facilities) into outputs (new knowledge, modified teacher-student behaviors, changes of facilities) based on the selected objectives, its rational administration is required. This means that its management will be exercised systematically and will include the continuous and dynamic process of planning, organizing, directing and controlling all the productive resources involved in the educational process so that the decisions, actions and products of knowledge are effective. (Koutouzis,1999; Petridou, 2011).

Given that, school principals operate and are accountable not only in an educational environment but in a wider social, cultural, economic, legal and political environment, the task of improving decision-making and enforcement capacity is imperative (Bush, 2011). At the same time, however, it is a painful task as the decision-making process is associated with change, with conflict, with the risk of making a mistake and with the consideration of a large amount of data and alternatives (Everard,Morris&Wilson, 2004).

According to Athanasoula-Reppa (2008) the importance of educational decisions for an educational organization is more than obvious, since they are the ones that move, develop or destroy educational organizations or the educational system itself. A key component which influences and determines the operation of a school unit, concerns the process under which decisions are made within the educational organization as well as if the appropriate conditions and the necessary conditions are provided for the active participation of teachers in this process. For this to happen, it is necessary that decision-making is no longer part of the traditional model but of the "joint decision-making" model. The participatory decision-making model is the most effective, as it allows all members of the educational community to freely express their views, take initiatives and commit themselves in various ways to the decisions that are made (Saitis, 2001).

From all the above it becomes clear that the decision-making process is extremely important for the operation of an educational organization and the way it is conducted significantly affects its teaching staff, affecting satisfaction and efficiency. The survival and development of the school unit is determined and influenced by the right decision making (Kouliafas, 2016). In this light, the choice of exploring how educational decisions are made and implemented and of the participation of teachers in the decision-making is considered important and is a very current and important issue.

This paper investigates the making and implementation of educational decisions in relation to managerial behavior, according to the views of teachers. It explores their views regarding two parameters:

- a. What should be done and how should the educational decisions be made in the schools and
- b. What is really happening in the school in which they teach.

## **2.THEORETICAL FRAMEWORK**

### **2.1 Bodies In The Administration Of The School Unit**

#### **2.1.1 Conceptual approach of school management**

#### **2.1.2 Meaning of the term administration**

By the term educational administration, we refer to that scientific field which concerns the basic functions of administration focused on educational organizations and learning organizations. The main concern of the educational administration is the content and the care for the purposes or the objectives of the education, as well as for the effectiveness of the educational process through the relations that develop in the educational organizations (Athanasoula-Reppa, 2008).

According to Theofanidis (1985: 64, in Katsaros 2008: 15) administration is:

"Specialized human activity that takes place in the context of an organized collective effort (organization, public service, business, cooperative, etc.) and seeks to achieve to the best of its ability, a common goal (project, service, sales, etc.) by utilizing the available means through functions, such as planning, organization, management, coordination and control ".

#### **2.1.3 School unit management**

As in any organizational scheme, in the school various factors have been provided that contribute to the realization of the goals. The main factors are manpower (work), material means of any kind, space, time and technical-auxiliary means. In a school these factors are the teaching staff, the students, the educational material etc. The function of the administration is, based on the given organizational scheme, to study the position and the mission of each factor separately and then to activate them appropriately, in order to achieve the objective goals set by the organizational structure (the school unit) with the least possible sacrifice (Kotsiki, 2007).

According to the official website of the European Union in Greece, the governing bodies of the school units are the principal, the deputy principal and the teachers' association. The Principal of the school unit is at the top of the school community and bears the administrative and scientific-pedagogical responsibility of this area. The Deputy Director replaces the Director in all his/her functions and assists him/her in his/her daily work and assumes a part of the responsibilities of the Principal, so that he/she can be more distracted with the educational work of the school. The teachers' association is a collective body and consists of the teachers who teach in the school (under any form of employee relationship).

In the present work we will refer to the work and the duties of the Principal and the Teachers' Association, as our research studies the views of the Secondary Education teachers (what is done in their school unit and what should be done) regarding the Principal behavior and how educational decisions are made and implemented.

## **2.2. The director - Institutional framework**

The Principal of the school unit is at the top of the school community and bears the administrative, but also the scientific-pedagogical responsibility of this area. He/she is responsible for the smooth operation of the school, the coordination of school life, the observance of laws, circulars, official orders and the implementation of the decisions of the teachers' association. He is also responsible for the cooperation of the Teachers' Association, for the planning and evaluation of the educational work of the school unit, as well as the elaboration and implementation of integrated action plans for the improvement of the school unit.

The institutional framework that applies to the Directors of School Units is defined by Ministerial Decision No. Φ.353.1/324/105657/Δ1/2002FEK1340/16-10-2002.

## **2.3. The teachers' association - Institutional framework**

The teachers' association is a collective body and consists of the teachers who teach in it. The President of the Teachers' Association is the Principal of the school or his legal deputy. The task of the Teachers' Association is to draw up directions for the better operation of the school. The decisions of the Teachers' Association are always within the framework of the educational legislation. It is, among others, responsible for the implementation of the curriculum and the daily program, the supervision of the students, the cleanliness of the school premises and the organization of the school unit. The Teachers' Association meets regularly, before the beginning of the school year, once every four months and extraordinarily when deemed appropriate.

The work of the Association of Teachers is defined by the same Ministerial Decision No. Φ.353.1/324/105657/Δ1/2002ΦEK1340/16-10-2002.

### **3.ROLES AND PROCEDURES FOR DECISION-MAKING IN THE SCHOOL ORGANIZATION**

#### **3.1 Greek educational system and decision making**

The administrative structure of the Greek educational system, based on the degree of power and the geographical position, follows the pyramidal structure in which four levels of administration are distinguished:

- a) the national level, which includes the central service of the Ministry of Education, the central service, disciplinary and advisory councils and auxiliary organizations of education;
- b) The regional level, consisting of the Regional Directorates of Education and the senior regional service councils;
- (c) The prefectural level, which consists of the directorates, regional service councils and prefectural councils and
- d) The level of the school unit, which includes the principal, the deputy principal and the teachers' association (Saiti & Saitis, 2011).

According to the bibliographic data, all the scholars (Katsaros,2008; Koutouzis,2008; Mavrogiorgos,2008; Saitis,2008; Pasiardis,2004) recognize that the educational system in the Greek reality is one of the most centralized systems, because the central administrative institutions are the ones that handle all the issues of the administration. This means that despite the efforts made in recent years to decentralize, the power remains largely concentrated in the central bodies and consequently the responsibilities that are transferred to the regional and local bodies are limited. Schematically, the education system is in the form of a pyramid, at the top of which is the Ministry of Education, while the educational units are located at the base of this pyramid.

In a centralized education system such as the Greek one, the context in which the school principal is called upon to perform his/her work is strictly limited (Katsigianni & Ifanti, 2016). This is a position with limited responsibilities and minimal decision-making space. In relation to the central administration, it is the recipient of circulars and orders, which regulate all the key issues (functional and didactic) of the school (Dimopoulos,Dalkavouki&Koulaidis, 2015; Saitis, 2008).

From the above it becomes obvious that the centralized structure that characterizes the way of organizing education in the Greek system brings about a series of chain effects in the whole system. In particular, teachers do not have the ability to act functionally within the school environment and the school unit operates as a bureaucratic service. It does not encourage initiatives and it is dysfunctional, causing delays in the decision-making process, but also in the execution of actions and actions related to the smooth and uninterrupted operation of the school (Koutouzis, 2008; Mavrogiorgos, 2008). Finally, it should not be overlooked that the centralized structure acts as a deterrent to the degree of democracy that characterizes the school environment (Katsaros, 2008; Saitis, 2008).

However, despite the strong centralized character of the Greek educational system, there is room for autonomy for the educational units (Koutouzis, 2012) and for the exercise of internal educational policy. Within the school, in addition to the implementation of circulars and laws, there is the opportunity to make decisions related to various activities such as: the implementation of innovative programs, school partnerships, compensatory education, etc.

### 3.2 The role of Management

It is well known, that the work done in the field of education is very beautiful but also very complex. Difficulties, complications, intractable problems which are mainly related to pedagogical issues, appear in everyday practice but also to administrative issues. It is also generally accepted that the necessary proper administration of school units is considered and is a factor and condition of primary importance for the smooth operation of the educational field. It provides the right conditions for the teaching staff to perform without any obstacles and for the learning process to be effective. The responsibility for the smooth operation of the school lies with all teaching staff. The main coordination, however, of the forces (factors) operating in a school unit, is shouldered by the school principal (Saiti & Saitis, 2018).

According to the classical point of view, the role of the director or head of an organization is to oversee the activities of subordinates. However, it has been proven that the principal in a modern organization and, therefore in a school, performs many other functions. Thus, in the case of the school unit, it could be said that the real function of the principal is to serve as a link, which maintains the balance between the groups and subsystems that consist the school unit if we want to consider it as an open system. Therefore, his role is "social" and includes all the expectations of teachers-subordinates, of senior education leaders, students, etc. He also contacts with many different groups and individuals inside and outside the school and each one of them has different expectations. Considering, therefore, that the headmaster of a school unit cannot carry out all the tasks arising from his/her managerial position alone, he/she must have the skills to coordinate the expectations of others as well as his/her own expectations, in a comprehensive and effective mutual commitment (Saitis, 2007).

According to Raptis & Vitsilaki (2007), school principals must watch over and pay attention with the same power, both to the management functions and to the leading aspects of the profession. Their attention to the managerial aspects of the profession is imperative but as managers they are not just "managers". Serving as managers requires giving importance to both management and administration. Saitis & Saiti (2018) argue that the success of a leader depends to a large extent on the way he deals with the human factor. Considering the school principal a leader, it is possible to include in his duties the appropriate handling of all members of his school (teaching and administrative staff) to ensure their greater utilization. Effective managers are those who are able to decentralize, to delegate some of the administrative responsibilities, so that they can pay more attention to their teaching or mentoring work and have other forms of leadership (Raptis & Vitsilaki, 2007).

A school principal is asked to choose one of the three management models of Vroom and Yetton (1973):

- a) The authoritarian model, where the leader makes a decision with his own elements and information
- b) The advisory, where the leader seeks and exchanges views but in the end decides for himself/herself and
- c) The participatory in which the members of the group decide together.

The role of the principal is to make sure both the teachers and the staff feel comfortable with this model and to ensure an open school in which there is a climate of trust. A good starting point is to

give his subordinates the feeling that by participating in the process, they are given the opportunity to work with the principal as collaborators and to influence school policy (Pashiardis, 1994).

Managers who adopt the participatory model, build supportive environments which enhance the commitment, empowerment and trust of all involved (Starratt, 2001). Managers who use the democratic model of governance are interested in cultivating an environment that supports the exchange of ideas, sets goals-visions, develops relationships of respect and cooperation, and motivates teachers to be actively involved in processes (Gale & Densmore, 2003).

According to Kousoulos, Bunia & Kambouridis (2004), participatory management is based on the active participation, cooperation, mental and emotional commitment of the participating members to the same goals and the sharing of responsibility for their actions. It also has a multiplier effect on the educational community, as it contributes greatly to the overall treatment of educational problems.

### **3.3 The role of the teachers' association**

In Greece the Ministry of Education is responsible for the design and implementation of educational policy and reforms. Decisions and proposals are effectively enforced, significantly limiting the effectiveness of management in education and the diversity of decision-making. Given the fact that education is the main mechanism for strengthening the economy, the creation of a productive and efficient education system should be the top priority of every country. This requires a shift in the decision-making process from the traditional hierarchical model to that of "joint decision-making" (Saiti & Eliophotou-Menon, 2009).

Based on the current institutional framework (as mentioned in Chapter 1), at school level the day-to-day administration and decision-making is carried out by the two-member bodies, "principal", "deputy director", as well as by the multi-member body, the "teachers' association". Traditionally, but also essentially, the operation of the teachers' association has been mainly connected with the division of responsibilities among teachers, the selection and execution of educational activities, the organization of sports and cultural activities and less with the performance, attendance, behavior and activities of the students (Hatzipanagiotou, 2010).

The institutional framework, therefore, leaves room for relative autonomy in the school unit in matters such as the implementation of innovative programs, remedial teaching, participation in actions and programs of other schools from other regions and from other countries, teaching visits or compensatory education, organization of the all-day school etc. Thus, the teachers' association is able to promote progressive solutions to address and manage various problems related to the operation of a school unit, to strengthen the work of the principal in school activities and to contribute decisively and effectively to the smooth operation of the school (Papadimitrakopoulos, 2006). Mavrogiorgos (1999), pointed that the use of this relative autonomy depends on the active participation of teachers in decision making and their willingness to take responsibility. It also depends on the ways in which they intervene in the daily educational practice. A prerequisite for all, however, is an operational framework of the school unit to respect the principle of cooperation and the promotion and utilization of experiences and concerns - of all teachers.

According to Hatzipanagiotou (2003), the teachers' association is the dominant collective decision-making body for the operation of the school. Its promotion as a body of exercise and shaping local educational policy expands the role of a teacher, who is no longer limited to his narrow teaching duties, but is invited to participate in planning activities that shape the culture, profile and operation of the school.

The smooth and efficient operation of the school, however, presupposes the ensuring of harmonious cooperation between the principal and the rest of the teaching staff (Zacharis, 1981; Chiotis, 1981, Saiti & Saitis 2018). Within this framework, the principal coordinates as many actions as necessary to be taken by the teaching staff. In practice, he brings the work of a curricular and extracurricular nature to the teachers' association and with a spirit of cooperation the distribution takes place. Whenever he allows teachers to participate in the administration and decision-making process, he increases their levels of commitment to the organization and ensures the execution of the decision taken (Athanasoula-Reppa, 2008). Everard & Morris (1999) note that teachers who are involved in the decision-making process and plan the steps to follow themselves, make every effort to make it happen.

In Greece, the participation of teachers in the decision-making process seems to be warmer when decisions concern issues of students and teachers themselves, but fluctuates at low levels when it comes to participation in managerial decisions. There is, however, a difference between the desired and the actual levels of participation in all sectors (Papadiamantaki & Frangoulis, 2012).

### **3.4 The teachers' association as a decision-making team**

The participatory management is based on the active participation, the cooperation, the mental and emotional commitment of the participating members to the same goals and the sharing of the responsibility of their actions. The participation of teachers in decision-making goes beyond the agreement for something that has been decided, recognizing the problems of the school as "ours" and not "theirs" (Kousoulos & Co., 2004).

As some scholars point out, functionally a collective body is not just a sum of individuals, but a whole (more than three individuals), which interacts, communicates and works with a collective consciousness to achieve a goal (Burandas, 1992). According to Raptis & Psaras (2015), a group is a set of persons who are connected to something in common and are perceived as a single whole. The effectiveness of its operation depends on and is influenced by the following factors: the size of the team, the individual characteristics of its members, its cohesion, the quality of leadership and the general climate (Kousoulos & Co., 2004).

According to Marcellino (2006, in Tailor & Fisherman, 2015), teams develop models and have social and technical needs. Due to the diversity of the people who make up the groups (age, culture, gender, background, background, experience), the groups are used to develop creativity, problem solving and decision making. They can also work more effectively if their members display team player characteristics and are more cooperative in their interactions with other team members. (Marcellino, 2006).

According to Ho (2010), teacher involvement in decision-making and related terms, such as collaboration, cooperation, and teamwork, are sometimes used as synonyms and sometimes have

different meanings. She even cites the distinction made by Hoyle (1996) between these terms: Teamwork refers to "teacher collaboration, especially at the pedagogical level". Participation refers to "the extent of participation in decision-making, at what levels, on what issues, at what level of desire and with what sources of power."

Many researchers in the field of leadership and management suggest that teachers should shift from the traditional role of curriculum users to a new role of curriculum leaders. At the same time, school principals need to establish a collective culture and build leadership skills that lead to quality improvement through rapidly changing educational landscape (Harris, 2004; Slater, 2008). Whether strategically or spontaneously, teachers must work together to address the complex educational problems posed by external forces. Therefore, teachers' involvement in decision-making should be understood both individually and collectively. In this sense, the concept of teacher involvement inevitably incorporates the ideas of collectivity, collaboration and teamwork (Ho, 2010).

In conclusion, we could argue that team building is a prerequisite for establishing a collaborative learning organization, such as a school, and to improve, through collective collaboration, the collective commitment to decisions for profound learning outcomes (Fullan, 2017).

#### **4. DECISION-MAKING MODELS**

The leadership style adopted by the principal of a school unit determines the way decisions are made. By studying the relevant literature the researcher identifies three basic models: a) the authoritarian model, when the leader makes a decision with his own data and information, b) the advisory one, where the leader seeks and exchanges views, but in the end decides alone and c) the participatory, in which the members of the school community decide together (Kefis, 2005; Williams & Johnson, 2005; Saitis, 2018).

##### **4.1. The authoritarian model**

An authoritarian leader is one who is not accountable to anyone for the way decisions are made and of course one who does not allow the participation of fellow teachers in decision-making in the school unit (Katsaros, 2008). In this case the manager relies on the imposition of sanctions given to him by his position and seeks obedience from his subordinates. In addition, he hesitates to adopt the proposals of others and generally we find this type of leadership in authoritarian regimes (Saiti & Saitis, 2011).

According to this method of exercising power, the manager, in addition to playing a dominant role in decision-making, is also the one who determines the work of the whole team. He uses fear as a motivator to manipulate teachers, he is dogmatic in his dealings with his subordinates, he seldom justifies his orders, he often refuses to explain his actions, and he finds it difficult to accept propositions that are contrary to his views. Authoritarian leadership style is a key feature of totalitarian regimes (Saiti & Saitis, 2018).

##### **4.2. The advisory model**



According to Vroom & Yetton (1973), in the "advisory" decision-making model, the leader makes the decisions himself, but discusses beforehand and consults the teachers' team (the teachers' association). Confidence here is focused on team members. The leader through two-way communication uses the knowledge of his subordinates, makes the most important decisions alone and leaves the secondary ones to the lower hierarchical levels. In this system punishment as a means of compliance is used only occasionally (Likert, 1967).

#### **4.3. The participatory model**

Participatory process is considered the one in which all team members participate and decisions are made by consensus (Everard & Morris, 1999; Koutouzis, 1999; Athanasoula-Reppa, 2008). During the group decision-making process, the members participate equally, increasing the possibility of finding the most suitable solution, through the utilization of the experience, the specialization and the synergy of the many (Tzortzakis & Tzortzaki, 2007). One of the most important differences between central-individual and collective-group decisions is that the last ones are not imposed from above, but are horizontal decisions of equal. The principal, who makes participatory decisions, involves the teachers in the problem-solving process, listens to them, supports them, confirms them, sets goals for them and cooperates with them (Pasiardis, 2004). It is also very important that he shares the responsibility for solving the problems and is willing to listen to the opinion of the teachers, without being critical (Everard & Morris, 1999).

In this model, "power and decision-making is shared among some or all members of the educational unit and the operation of the school is based on democratic decision-making principles, on the common values accepted by school members, on the participation of all, on the acceptance of the decisions, but also on the commitment that they will be implemented (Hatzipanagiotou, 2010). According to the "participatory" model of Vroom & Yetton (Hoy & Miskel, 2008), subordinates should be involved in decision-making, when it is considered that this enhances the quality and acceptance of decisions. Acceptance comes as a consequence of the perception that a collective decision is interlinked with a commitment to effective implementation and that quality is promoted through the multifaceted information and expertise that subordinates can provide.

In this particular management model, decision making is an option, but it is taken by a group of individuals in order to have a collective commitment. Decisions are made through democratic processes, where all team members participate in decision-making and this model is based on complete trust between the leader and the members of the organization. Also, the principle of majority is in force and the main feature is two-way communication and teamwork (Gordon & Alston, 2009). The elements of participatory management that can lead to the development of trust between all stakeholders in education are the communicated information from the decisions taken, the adequacy of time and the impact on teaching and learning (Mokoena 2012).

## **5. RESEARCH METHODOLOGY**

### **5.1. Significance and originality of the research**

The decision-making process is one of the most important processes of the management of the organizations and is involved in all the functions of the administration. The future of organizations is based on making the right decisions, as the effective exercise of every function of the administration depends on them (Hatzipanagiotou, 2010; Olorunsola & Olayemi, 2011). Since

school units are educational organizations, one understands the importance of decision-making and implementation ability for their effective operation.

The main role, as already mentioned, in the process of making and implementing educational decisions in a school unit of the Greek educational system is: the principal, the deputy (where available) and the collective administrative body, the Association of Teachers. A key component that influences and determines the operation of a school unit, concerns the process under which decisions are made within the educational organization.

Managers, through each of their hundreds of daily decisions, try to do the right thing and each of their interactions is guided by a decision. These decisions determine the destiny of the school, the course of the teachers, the program and the fate of the teachers and the students. These decisions carry out a mission, contribute to the achievement of the goals and vision of the school unit. These decisions show the integrity, courage and will of the school principal. If decision making were simple, there would be evidence of highly organized organizations at all levels. It is deceptively difficult because it is dangerous and demanding (Bettelheim, 1960).

According to the relevant literature, as mentioned in the theoretical part of the present work, the ability to make effective decisions is very important for the management of a school unit, as it greatly affects its development and effectiveness, job satisfaction and therefore efficiency of teachers (Robins et al., 2017; Kastanidou & Tsikanderi, 2015; Fullan, 2014; Mercy & Ujiro, 2012; Bogler & Somech, 2005). Therefore, every education system must support, train and help its managers to develop the necessary skills to make and implement more effective decisions in schools. A necessary condition for the effective operation of school organizations, for optimal educational results and for a sustainable educational institution, is the cooperation of their administrative bodies, that is, the participation of the Teachers' Association in the decision-making concerning the school unit.

In this light, the choice of exploring how to make and implement educational decisions in schools, but also the degree of participation of teachers in decision making is considered important and is a very topical and important issue. The problem of the present work was based on the need to investigate the daily administrative practice in the Greek school, but also the view that teachers have regarding their participation in the above process.

The originality of the research, apart from the content and the way the questions are asked, lies in the fact that it attempts to capture the opinion of teachers regarding the way educational decisions are made in relation to managerial behavior, based on two axes:

- a) their personal opinion (expectation).
- b) what happens in practice in their school unit (reality).

## **5.2. Purpose and objectives of the research**

The main purpose of the research is to capture the views of Secondary Education teachers of N. Dodecanese, regarding the way educational decisions are made in relation to managerial behavior. Specifically, it studies the degree of agreement of teachers with the various educational decisions in relation to managerial behavior, as well as the degree to which they apply in the school unit in which they work.

As sub-objectives of this empirical study, which are its main research questions, 5 were set but in the present work we will refer to the following two:

a) What is the relationship between teachers' views on strengthening the role of teachers by the principal and their views on their degree of validity in practice in the school where they work?

b) What is the relationship between teachers' views on the role of the Teachers' Association and their views on their degree of validity in practice in the school where they work?

### 5.3. Research questions

The exploratory questions that were asked are closely related to the purpose of the research. For each goal of the research, a group of exploratory questions was asked that are related either to the demographic - personal data of the teachers or to the "demographic" data of the school units where they work. More specifically, the following 2 sets of exploratory questions were asked with each group corresponding to one of the research objectives:

a) Do the views of teachers on the strengthening of the role of teachers differ from the principal, from their respective views on their degree of validity in practice in the school where they work? Do their views differ in relation to their demographic-personal characteristics (gender, qualifications, years of service, years of school they currently serve, grade)? Do their views differ in relation to the demographic characteristics of the school where they serve (number of students and number of teachers / subjects)?

b) Do teachers' views on the role of the Teachers' Association differ from their respective views on their degree of validity in practice at the school where they work? Do their views differ in relation to their demographic-personal characteristics (gender, qualifications, years of service, years of school they currently serve, grade)? Do their views differ in relation to the demographic characteristics of the school where they serve (number of students and number of teachers/subjects)?

### 5.4. Research tool

The methodological approach applied to achieve the objectives of the present research is quantitative using the field overview. According to Cohen & Manion (1997) the review attempts to gather a set of information from a specific population in a specific period of time in order to:

a) the recording of trends and views of this population,

b) a description of the nature of the existing conditions; and

c) the identification of constants, on the basis of which the existing conditions can be compared or the relations that exist between specific events can be determined.

In order to extract the required data from our research sample we used an important tool for data collection, the questionnaire. According to Rousso & Tsaousi (2011), the questionnaire aims to express the objectives of a survey with specific questions, in order to collect relevant and useful information. Questionnaires are a satisfactory compromise between saving time and resources on the one hand and collecting a sufficient number of data on the other, in a form that can be statistically analyzed by computer, without requiring special technical skills from the researcher (Walonick, 2003).

Questionnaires are research tools through which we ask people (from the research sample) to answer us in the same set of questions and in a predefined series (Gray, 2018; Babbie, 2018 & Cohen et al., 2007) report that questionnaires are perhaps the most popular data collection tools, which have many advantages, such as:

- They have low cost.
- We can save "time", as they can be sent (by mail or electronically) to several hundred and have fast data input.
- Respondents complete it at a time and place of their choice.
- The recording and then the analysis of the data is relatively easy with the coding process.

In addition to the advantages of using questionnaires, there are also significant disadvantages. In order to minimize the chances of a non-honest response from the group of respondents, the questionnaires should be designed in such a way that they can be easily completed and answered honestly. The size of the questionnaire for example should be limited to four to six pages (Gray, 2018). Also, the research should guarantee the confidentiality and anonymity of the research subjects and the questions should not violate their privacy, be misleading, indistinguishable and difficult to understand (Cohen et al., 2007).

#### **5.4.1. Description of the questionnaire**

In the present study, an electronic questionnaire with closed-ended questions was prepared. After reviewing the relevant literature, the questions were carefully drafted so that they are relevant to the research objectives. The questionnaire, immediately after its preparation, was given to ten (10) teachers on a trial basis in order to identify some possible weaknesses (completion time, syntax errors, ambiguity of questions, coverage of topics, etc.) with the intention of correcting them later. Through the pilot application we increase the degree of validity, reliability and practicality of the questionnaire, and therefore the effectiveness of our research work (Gray, 2018; Cohen et al., 2007).

The researcher took into account in the final questionnaire the minimum suggestions of the above teachers, a copy of which is in the annex of the thesis. It initially contains a brief introductory note stating the purpose of the research and brief general instructions for completing it. The introductory note concludes with thanks to the teachers for the researcher's identity and manner of communication.

The questionnaire consists of a total of 50 statements, but here we will refer to 25 of them which correspond to the two objectives we have chosen and to which teachers are invited to place:

- (a) The degree to which they agree or disagree with the statements on a five-point scale (strongly disagree, strongly disagree, neither agree nor disagree, strongly agree, strongly agree) and
- b) The degree of validity of the statements in the school they serve, also on a five-point scale (not at all, a little, moderate, enough, a lot).

The questionnaire is divided into three thematic axes:

- a) The first thematic axis concerns the demographic-personal characteristics of teachers: gender, their specialty, the degrees they hold, the total years of service as teachers and the total years of service in the school where they work today.

- b) The second axis contains the "demographic" data of the school unit that the teachers serve: the grade, the number of students and the number of teachers / subjects.
- c) The third axis corresponds to the thematic content of the study.

As mentioned above, the statements in the questionnaire are in full accordance with the objectives of the research. That is, there is no statement that does not correspond to a goal and conversely there is no goal that does not correspond to a statement. More specifically:

- The 1st goal of the research "strengthening the role of teachers", is covered by the statements: 1, 2, 3, 4, 17, 19, 21, 22, 23, 26, 36, 37, 38, 39, 40.
- The 2nd research objective "role of the Teachers' Association" is covered by the statements: 41, 42, 43, 44, 45, 46, 47, 48, 49 and 50.

### **5.5. Sample demographics and questionnaire issuance process**

The research was based on a random selection of secondary school teachers in the Dodecanese. The questionnaire was sent electronically in google form, to all secondary schools in the prefecture of Dodecanese and specifically to 49 Gymnasiums, 22 Lyceums, 14 EPAL and 4 E.E.E.K. The teachers who serve in them constitute a population of about 2.300 people.

The principals were kindly asked to forward it to the teachers of all the specialties of their school. It took a month after the first shipment to send a polite reminder to the school principals, as the required number of responses had not been collected and the collection process took a total of two and a half months. Finally, a representative sample of 151 questionnaires was collected, which ensures the reliability of the research.

An accompanying text informed the teachers about the topic, the purpose and the way of conducting the research and their participation was voluntary. Finally, the way the questionnaires were sent and the answers were collected ensured anonymity and guaranteed the confidentiality of the participants.

### **5.6. Statistical analysis method**

After collecting the answered questionnaires from the teachers of the sample, the research data were extracted from the google forms in Excel program. Then the registration, statistical processing and analysis of research data was done with the help of SPSS 25.0 (Statistical Package for the Social Sciences). SPSS is a widely used program for statistical analysis in the social sciences. It is also used by market researchers, health researchers, research companies, government, education researchers, marketing organizations, data miners, and others. The original SPSS textbook (Nie, Bent & Hull, 1970) has been described as one of the "most influential books in sociology" to allow ordinary researchers to make their own statistical analysis. In addition to statistical analysis, data management (case selection, file remodeling, derivative data generation) and data documentation (a metadata dictionary is stored in the data file) are features of the core software.

The statistical analysis was done in two levels: in the first level we analyzed with frequency distribution tables the data of the first part, ie the demographic data. Then we presented, also with frequency tables, all the data of the fifty statements. Then, the statements of the research tool that corresponded to each research question with the average (average), the standard deviation (t.a.)

were presented separately, in order to form a concise and easy-to-use image. The use of the mean and the standard deviation are the best known and most used indicators of central tendency and dispersion respectively (Roussos & Tsaousis, 2011).

### **5.7. Research ethics**

As Callas (2015) states, scientific research must follow a specific ethic, both in the scientific community itself and in the respondents themselves. In the present research we respectfully observed:

- The voluntary participation of the respondents. The questionnaire was sent by the Principal to the personal e-mail address of each teacher of his / her school unit and each teacher answered voluntarily and at the time he / she wished.
- All participants were informed about the purpose and objectives of the research in the introductory note of the questionnaire. Attention was paid to this point, as the participants' perceptions related to the managers' practice regarding communication. This could be confusing in the case of poor information, because in essence, the teachers involved in the research were making an informal assessment of managerial behavior.
- Also, great importance was given to the protection of personal data, anonymity and confidentiality (Babbie, 2018). Anonymity was ensured as neither the researcher nor the readers of the findings can identify the answers with specific individuals. Confidentiality was also ensured, as the researcher did not know the source of any answer.
- Finally, regarding the ethics in the scientific community, immediately after its official presentation to the three-member scientific committee, the results of the research can be communicated to any participant who requests it and for this purpose the contact details of the researcher were given. Finally, an attempt will be made to present them briefly either in a related conference or in a collective volume.

### **5.8. Validity and reliability of the research**

Validity is the degree to which the data of a research paper is accurate and reliable (Babbie, 2018). Validity is related to the degree to which an empirical measure (the questionnaire in this case) measures exactly what it was made for and in this research an attempt was made to ensure the validity, e.g. to measure what it was made for. This was achieved through the pilot application of the questionnaire, in order to highlight weaknesses or any negligence. The pilot application was made by colleagues whom the researcher knew personally and they were kindly asked to enter into an honest critical evaluation.

Reliability is the degree to which a research tool can produce the same results when it measures the same thing at two different times (Mylonas, 2018). In the present study, we focused on "internal consistency", which measures the degree of homogeneity of the questionnaire, e.g. whether the statements of each party have the same meaning. Internal reliability can be measured with Cronbach's test alpha. The values obtained by the specific factor from 0 (0 = no internal consistency reliability) to 1 (1 = maximum internal consistency reliability). An acceptable value of the internal cohesion index is considered to be a value greater than 0.7. In case the number of data / statements is less than 10, the values which are close to 0.5 are accepted (Babbie, 2018).

## **6. DESCRIPTION OF THE RESEARCH RESULTS**

**6.1. Sample description**

Table 1 shows the distribution of teachers in the sample by gender.

**Table 1 Distribution of the answers of the teachers of the sample based on gender**

SEX	Frequency	Percentage	Cumulative rate
Men	70	53,6	53,6
Women	64	46,4	100,0
Total	151	100,0	

The data in Table 1 show that of the 151 teachers who declared their gender, 81 were male (or 53.6%) and 70 were female (or 46.4%). In other words, there is a small predominance of men in the sample, since the women who responded were 11 less than the men.

Table 2 shows the distribution of teachers in the sample based on the qualifications they hold.

**Table 2 Distribution of the answers of the teachers of the sample based on the degrees they hold.**

ΤΙΤΛΟΙ ΣΠΟΥΔΩΝ	Yes		No		Total	
	v	%	v	%	v	%
Didaskalio	0	0,0	151	100	151	100,0
TEI Bachelor	10	6,6	141	93,4	151	100,0
Second Bachelor	22	14,6	129	85,4	151	100,0
Postgraduate	94	62,3	57	37,7	151	100,0
PhD	6	4,0	145	96,0	151	100,0

From the data in Table 2, it appears that of all the teachers in the sample, only 10 (or 6.6%) hold a TEI degree and 22 (or 14.6%) hold a second degree. A large percentage of the sample (62.3%), 94 teachers hold a master's degree, while on the contrary their minority (4%), 6 teachers are doctors.

Table 3 shows the distribution of teachers in the sample based on the number of students in the school where they work.

**Table 3 Distribution of the answers of the teachers of the sample based on the number of students**

NUMBER OF SCHOOL STUDENTS	Frequency	Percentage	Cumulative rate
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Up to 150 students	65	43,0	43,0
Over 150 students	86	57,0	100,0
Total	151	100,0	

Table 3 shows that of the total number of teachers in the sample, 65 (or 43%) work in schools where the number of students does not exceed 150, while 86 teachers (or 57%) work in schools in which is attended by more than 150 students.

Table 4 shows the distribution of teachers in the sample based on the number of teachers / subjects in the school.

**Table 4 Distribution of the answers of the teachers of the sample based on the number of teachers of the school**

NUMBER OF TEACHERS OF THE SCHOOL			
	Frequency	Percentage	Cumulative rate
Up to 20 teachers	60	39,7	39,7
Over 20 teachers	91	60,3	100,0
Total	151	100,0	

Table 4 shows us that out of the total number of teachers in the sample, 60 (or 39.7%) work in schools where the number of teachers / subjects is less than 20, while 91 teachers (or 60.3%) work in schools with more than 20 teachers.

Table 5 shows the distribution of teachers in the sample based on their total years of service.

**Table 5 Distribution of the answers of the teachers of the sample based on the number of years as teachers.**

NUMBER OF YEARS AS TEACHERS			
	Frequency	Percentage	Cumulative rate
Teachers with a total of years of service up to 15 years	75	49,7	49,7
Teachers with a total of years of service up more than 15 years	76	50,3	100,0
Total	151	100,0	

From the data in Table 5, it is found that the total number of teachers in the sample is divided with a minimal difference between the two categories, with 75 teachers (or 49.7%) having up to 15 years of service and 76 teachers (or 50 percent), 3%) with more than 15 years of service.

Table 6 below shows the distribution of sample teachers based on total years in this school.



**Table 6 Distribution of the answers of the teachers of the sample based on the total years in the present school**

<b>NUMBER OF YEARS AT THIS SCHOOL</b>			
	Frequency	Percentage	Cumulative rate
1 to 2 years	49	32,5	32,5
3 to 4 years	25	16,6	49,0
5 to 6 years	15	9,9	58,9
7 to 8 years	7	4,6	63,6
9 to 10 years	14	9,3	72,8
11 to 12 years	4	2,6	75,5
Over 12 years	37	24,5	100,0
Total	151	100,0	

The data in Table 6 initially show that there is a large dispersion of the number of teachers in the various categories of years. Thus, teachers appear throughout the distribution range. The highest frequencies occur in years of service from 1 to 2 years (49 teachers or 32.5%) and over 12 years (37 teachers or 24.5%). Given the average of about 8 years, we created a new grouping of years of service in this school with only two main categories: teachers who have served in this school for up to 8 years and teachers with service in today school older than 8 years. This grouping is presented in the following table 7 and will facilitate us in terms of inductive statistical analyzes.

Next in table 7, we see the distribution of the teachers of the sample based on the total number of years in the present school according to the grouping that we did.

**Table 7 Distribution of the answers of the teachers of the sample based on the total years in the present school (grouped category)**

<b>TOTAL NUMBER OF YEARS IN THE PRESENT SCHOOL (grouped category)</b>			
	Frequency	Percentage	Cumulative rate
Teachers with up to 8 years of service in the present school	96	63,6	63,6
Teachers with more than 8 years of service in the present school	55	36,4	100,0
Total	151	100,0	

The data in Table 7 show that out of the 151 teachers who answered this question, 96 teachers (or 63.6%) have served in this school for up to 8 years, while 55 (or 36, 4%) teach in this school for more than 8 years.

Table 8 below shows the distribution of sample teachers based on education level.

**Table 8 Distribution of the answers of the teachers of the sample based on the level of education**

EDUCATION LEVEL			
	Frequency	Percentage	Cumulative rate
Gymnasium	87	57,6	57,6
Lyceum	64	42,4	100,0
Σύνολο	100	100,0	

In Table 8 we have two levels of education and as its data show, 87 teachers (or 57.6%) serve in high schools and 64 (or 42.4%) serve in high schools.

## 6.2. Inductive statistics

This chapter provides frequency distribution tables for the case of the categorical variables that mainly concern the demographic data of the sample (gender, sector, number of students, etc.). In the case of the 50 statements corresponding to quality variables with a five-point rating scale, in order to form a concise and easy-to-use picture, the average (avg) and the standard deviation (SD) appear as summary measures of central tendency and dispersion of the responses of the sample subjects. For the easier reading of the research results presented in the following chapters, we consider it appropriate to point out here that the coding of the data for the export of the values of the above indicators was done in the following way:

- I totally agree / Very = 5,
- I agree enough / Enough = 4,
- Neither agree nor disagree / Moderate = 3,
- I disagree enough / A little = 2,
- I totally disagree / Not at all = 1

Thus, avg 2.18 means that on average the subjects of the sample are placed in the category "I disagree enough" or the category "A little". Respectively, avg 4.63 means that the subjects of the sample on average are placed in the category "I totally agree" or the category "Very". For the needs of the inductive analysis of the results and as mentioned above in the description of the sample, in the variables "total years as teachers", "total years in the present school", "number of permanent teacher positions of the school", "number of students of the school" and "number of teachers serving at the time in the school", their values were recoded in order to obtain two-tier categorical variables.

At the level of inductive statistics, in order to check the correlation between the degree of agreement of teachers with the various educational decisions in relation to managerial behavior and the degree to which they apply in practice in the school where they work, the parametric paired-samples t test was applied which is appropriate in the case of pairs of "measurements" on the same subjects (agreement - validity). It should be noted here that although the above criterion

is usually applied in the case of quantitative variables, it can also be applied in the case of qualitative variables with a single number of categories.

It is important to mention that for all cases of statistical control,  $p = .05$  was adopted as the minimum level of statistical significance. That is, if the significance level was less than  $.050$ , we could adopt the alternative hypothesis and argue that there is a statistically significant difference between the degree of agreement of a statement and its degree of validity for teachers. In fact, it was preferred, in cases where statistically significant differences were identified, to be written in the relevant tables in bold.

Finally, it is necessary to remind at this point that the present work studies two of the 5 exploratory questions of the research:

- a) The strengthening of the role of teachers and
- b) The role of the teachers' association

**1st RESEARCH QUESTION**

The first question is formulated as follows: What is the relationship between the views of teachers, to strengthen the role of teachers by the principal, and their views on their degree of validity in practice in the school where they work?

Table 9 shows, for all the teachers in the sample, the averages and standard deviations of the degree of agreement and the degree of validity for the total of 16 statements concerning the strengthening of their role. The same table shows the results from the statistical significance test of the differences in the averages.

**Table 9 TOTAL OF TEACHERS: Averages and standard deviations of the degree of agreement and the degree of validity for the total of 15 statements concerning the strengthening of the role of teachers. Statistical significance check of the differences of the averages .**

TOTAL OF 15 STATEMENTS	TOTAL OF TEACHERS					
	DEGREE OF AGREEMENT		DEGREE OF VALIDITY		STATISTICAL SIGNIFICANCE CHECK	
	avg	SD	avg	SD	t-pair	p
STRENGTHENING THE ROLE OF TEACHERS	4,44	0,40	3,96	0,64	10,120	<b>.000</b>

Table 10 below shows, for all teachers in the sample, the averages and standard deviations of the degree of agreement and the degree of validity for each of the 15 statements concerning the strengthening of the role of teachers. The same table shows the results from the statistical significance test of the differences in the averages.

**Table 10 TOTAL OF TEACHERS: Averages and standard deviations of the degree of agreement and the degree of validity for the 15 statements concerning the strengthening of the role of teachers. Statistical significance check of the differences of the averages**

A/A	15 STATEMENTS ABOUT STRENGTHENING THE ROLE OF TEACHERS	TOTAL OF TEACHERS					
		DEGREE OF AGREEMENT		DEGREE OF VALIDITY		STATISTICAL SIGNIFICANCE CHECK	
		avg	SD	avg	SD.	t-pair	p
1	The principal should encourage the involvement of teachers in the decision-making process	4,42	0,69	4,02	0,78	5,636	<b>.000</b>
2	The principal should make use of the potential of each teacher	4,62	0,66	3,89	0,92	9,444	<b>.000</b>
3	The principal should promote the exchange of ideas and discussion among teachers	4,61	0,64	4,01	0,97	7,518	<b>.000</b>
4	The principal should provide constructive feedback to teachers on their work	4,40	0,80	3,66	1,09	8,299	<b>.000</b>
17	The principal should align with the educational objectives for the quality improvement of the school	4,53	0,71	3,84	1,04	7,850	<b>.000</b>
19	The principal should handle disputes between teachers effectively (fairly, meritoriously, etc.)	4,68	0,64	3,99	1,01	8,510	<b>.000</b>
21	When a teacher reports a problem to the principal, the principal should try to find a solution together	4,64	0,62	4,28	0,80	5,121	<b>.000</b>
22	When a teacher has a problem in his / her classroom, the principal should take the initiative to discuss it with him / her	4,30	0,87	3,96	1,01	4,985	<b>.000</b>
23	The principal should work harmoniously with the deputy principal to solve the school's problems	4,76	0,54	4,32	0,90	6,990	<b>.000</b>

26	The principal should reward any positive efforts by the teachers	4,55	0,69	4,10	1,00	5,509	<b>.000</b>
36	There should be distributed leadership (sharing leadership roles) from the principal to the members of the Teachers Association	4,02	1,11	3,41	1,22	7,539	<b>.000</b>
37	Teachers should be responsible for working with parents and guardians	4,14	0,83	3,80	0,92	4,724	<b>.000</b>
38	Teachers should be responsible for the way they teach best in their classroom	4,50	0,85	4,34	0,86	2,639	<b>.009</b>
39	Teachers should be able to do their job the way they think is best	4,03	1,02	4,10	0,85	0,984	0.327
40	Teachers should be proud of their school	4,44	0,79	3,71	1,12	7,835	<b>.000</b>

The data in Table 10 show that, on average, the teachers in the sample are divided between "strongly agree" and "strongly agree". Thus, in descending order of order, they fully agree with the seven of the fifteen statements: "The principal should work harmoniously with the deputy principal to solve the school's problems" (4,76), "The principal should handle effectively (fairly, meritoriously, etc.) the differences between teachers" (4,68), "When a teacher conveys to the principal a problem that faces, the principal should try to find the solution together"(4,64), "The principal should use the potential of each teacher"(4,62), "The principal The principal should promote the exchange of ideas and discussion among teachers"(4.61%), "The principal should reward every positive effort of the teachers"(4.55), "The principal should promote the principal should co-shape with the educational goals for the quality improvement of the school"(4,53).

In descending order, teachers on average agree well with the other eight statements: "Teachers should be responsible for the way they teach best in their classroom" (4.50), "Teachers will should be proud of their school "(4.44%), "The principal should encourage the involvement of teachers in the decision-making process"(4.42), "The principal should should provide constructive feedback to teachers on their work"(4,40), "When a teacher has a problem in his/her classroom, the principal should take the initiative to discuss it with him/her" (4,30), "Teachers should be responsible for working with parents and guardians" (4,14), "Teachers should be able to do their job in a way that they believe is better" (4.03), "There should be distributed leadership (sharing leadership roles) from the director to the members of the Teachers' Association"(4.02).

Table 10 also shows the averages and standard deviations of the sample teachers' responses regarding the degree of validity of the fifteen statements that correspond to the strengthening of their role. The most important finding from the data in Table 10 is that the degree of validity of all fifteen statements seems to be significantly less than the degree of agreement, which emphasizes the distance between the expected and the action.

In contrast to the degree of agreement, the average degree of validity of the declarations did not in any case exceed 4.50 points, which is the limit for the "very" category. On average, teachers have stated that all statements that correspond to the degree of validity of their role are valid "enough", except for one which is "moderate": "There should be distributed leadership (leadership sharing) by the director to the members of the Teachers' Association" (3,41).

In descending order, teachers on average stated that the degree of validity of the remaining fourteen statements is as follows: "Teachers should be responsible for the way in which they teach best in their classroom" (4,34), "The principal should work harmoniously with the deputy principal to solve the school's problems" (4,32), "When a teacher conveys to the principal a problem that the principal should try to find the solution together"(4,28), "Teachers should be able to do their job in the way they think is best" and "The the principal should reward every positive effort of the teachers" (4,10), "The principal should encourage the participation of the teachers in the decision-making process" (4,02), "The principal should promote the exchange of ideas and discussion between educators" (4.01), "The principal should handle the differences between the teachers effectively" (3.99), "When a teacher has a problem in the classroom, the principal should take the initiative to discuss it with him/her" (3,96), "The principal should use the potential of each teacher"(3,89), "The principal should align with their teaching quality objectives" (3,84), "Teachers should be responsible for working with parents and guardians" (3,80), "Teachers should be proud of their school" (3,71), "The principal should provide constructive feedback to teachers on their work" (3,66).

From the comparison of the degree of agreement with the degree of validity of the answers of the teachers of the sample, finally shows from the data of Table 10, that in all statements there is a statistically significant difference between what is expected and what is valid in practice, which from .009 to .000. The only exception is the statement "Teachers should be able to do their job the way they think is best", where the statistical difference is .327, e.g. there is no statistically significant difference between what is expected and what applies. Finally, as mentioned above, for all the statements examined, the averages of the expectation were higher than the corresponding averages of validity in practice.

**2nd RESEARCH QUESTION**

The second research question was formulated as follows: What is the relationship between teachers 'views on the role of the Teachers' Association and their views on their degree of validity in practice in the school where they work?

Table 11 contains, for all the teachers in the sample, the averages and standard deviations of the degree of agreement and the degree of validity for the total of ten statements concerning the role of the Teachers' Association.

**Table 11 TOTAL OF TEACHERS: Averages and standard deviations of the degree of agreement and the degree of validity for the total of 10 statements regarding the role of the Teachers' Association. Statistical significance check of the differences of the averages**

	<b>TOTAL OF TEACHERS</b>
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TOTAL OF 10 STATEMENTS	DEGREE OF AGREEMENT		DEGREE OF VALIDITY		STATISTICAL SIGNIFICANCE CHECK	
	avg	SD	avg	SD	t-pair	p
ΡΟΛΟΣ ΣΥΛΛΟΓΟΥ ΔΙΔΑΣΚΟΝΤΩΝ	4,11	0,52	3,40	0,72	11,487	.000

From the data of table 11, it is found that the average degree of agreement of the teachers of the sample regarding the role of the Teachers' Association is 4.11 which places the teachers in the category "I agree enough". In the category "neither agree nor disagree" they place their degree of power in practice and is clearly lower (3.40). In fact, the difference in the averages is statistically significant in favor of the degree of agreement ( $p = .000$ ), an element that indicates the distance that again separates the expectation from the practice regarding the role of the Teachers' Association

In Table 12 below, the averages and standard deviations of the degree of agreement and the degree of validity for each of the ten statements concerning the role of the Teachers' Association are noted for all the teachers in the sample. The results from the statistical significance test of the differences in the averages are also displayed.

**Table 12 TOTAL OF TEACHERS: Averages and standard deviations of the degree of agreement and the degree of validity for the statements concerning the role of the Teachers' Association. Statistical significance check of the differences of the averages.**

A/A	10 STATEMENTS ABOUT THE ROLE OF THE TEACHERS ASSOCIATION	TOTAL OF TEACHERS					
		DEGREE OF AGREEMENT		DEGREE OF VALIDITY		STATISTICAL SIGNIFICANCE CHECK	
		avg	SD	avg	SD	t-pair	p
41	The Teachers' Association should be responsible for determining the school budget	3,15	1,20	2,50	1,25	5,833	.000
42	The planning for the purchase of material and technical infrastructure should be done by the Teachers' Association	3,51	1,15	2,83	1,15	6,717	.000
43	The Teachers' Association should have the responsibility to identify the root causes of the school's problems	4,09	0,80	3,69	0,94	5,409	.000

44	The Teachers' Association should identify the risks and benefits of alternative solutions to a problem before choosing a solution	4,32	0,77	3,75	0,98	6,343	<b>.000</b>
45	The meetings of the Teachers' Association should be very well prepared	4,31	0,79	3,64	1,04	7,683	<b>.000</b>
46	The Teachers' Association should, before any decision, have a discussion with a brainstorm	4,03	0,98	3,26	1,26	8,322	<b>.000</b>
47	In my school, the teachers' association is inactive in terms of change	3,86	0,91	3,14	1,04	7,676	<b>.000</b>
48	There should be a developed sense of collective responsibility among the members of the Teachers' Association	4,50	0,71	3,47	1,17	10,36 9	<b>.000</b>
49	There should be a high level of camaraderie among the members of the Teachers' Association	4,64	0,59	3,68	1,04	10,58 9	<b>.000</b>
50	There should be freedom of disagreement on various issues by the members of the Teachers' Association	4,64	0,61	4,05	0,87	8,217	<b>.000</b>

From the data in Table 12 it can be deduced that, on average, the teachers in the sample fully agree with two of the ten statements regarding the role of the Teachers' Association. These are the statements: "There should be a high level of camaraderie among the members of the Teachers' Association" (4.64) and "There should be freedom of disagreement on various issues by the members of the Teachers' Association" (4.64).

In seven of the statements the teachers agree "enough" and are as follows: "There should be a developed sense of collective responsibility among the members of the Teachers' Association" (4.50), "The Teachers' Association should identify the risks and benefits of alternatives to a problem before choosing a solution"(4,32), "Teachers' Association meetings should be very well prepared" (4,31), "Teachers' Association should have the responsibility to identify main causes of the school's problems" (4.09), "The Teachers' Association should, before any decision, have a discussion with a storm of ideas" (4.03), "In my school there is inaction in the change from the Association Teachers" (3,86), "The planning for the purchase of material and technical infrastructure should be done by the Association of Teachers" (3,51).

Finally, with a single statement, the teachers "neither agree nor disagree" and it is the following: "The Teachers' Association should be responsible for determining the school budget" (3,15).



Regarding the degree of validity of the ten statements in the school practice, absolutely no statement was identified with an average of over 4.50 points and belongs to the category "very much". Of the ten statements, five fall into the "enough" category on average. These are the statements: "There should be freedom of disagreement on various issues by the members of the Teachers 'Association" (4.05), "The Teachers' Association should identify the risks and benefits of alternative solutions to a problem before choosing a solution" (3,75), "The Teachers 'Association should have the responsibility to identify the root causes of the school's problems" (3,69), "There should be a high level of camaraderie among the members of the Teachers' Association" (3, 68), "The meetings of the Teachers' Association should be very well prepared" (3,64),

There should be a developed sense of collective responsibility among the members of the Teachers "Association" (3,47), "The Teachers' Association should, before any decision, have a discussion with a storm of ideas" (3,26), "In my school there is inaction in the change from the Teachers 'Association" (3,14), "The planning for the purchase of material and technical infrastructure should be done by the Teachers' Association" (2,85).

Finally, only one statement places teachers in the category "I strongly disagree": "The Teachers' Association should be responsible for determining the school budget" (2.50).

Regarding the statistical significance check, it is observed from the numerical data of table 12, that for all ten examined examinations statistically significant differences are identified between the degree of agreement and the degree of validity of the statements concerning the role of the Teachers' Association. This finding indicates the great distance between expectation and practice in the school environment and we must note that in all ten statements, expectation had a much higher value than the power in the school environment.

More specifically: "The Teachers' Association should be responsible for the school budget" ( $p = .000$ , average 3.15 and 2.50 respectively), "Planning for the purchase of logistics infrastructure should be is made by the Teachers 'Association" ( $p = .000$ , with an average of 3.51 and 2.83 respectively), "The Teachers' Association should have the responsibility to identify the main causes of the school's problems" ( $p = .000$ , with a mean of 4.09 and 3.69 respectively), "The Teachers' Association should identify the risks and benefits of alternative solutions to a problem before choosing a solution" ( $p = .000$ , with average 4.32 and 3.75 respectively), "The meetings of the Teachers' Association should be very well prepared" ( $p = .000$ , with average 4.31 and 3.64 respectively), "The The Teachers' Association should, before any decision, have a discussion with a storm of ideas" ( $p = .000$ , with an average of 4.03 and 3.26 respectively), "In my school there is inaction in the change from the Association Teachers" ( $p = .000$ , with average 3.86 and 3.14 respectively), "There should be a developed sense of collective responsibility among the members of the Teachers' Association" ( $p = .000$ , with a mean of 4.50 and 3.47 respectively), "Should there should be a high level of camaraderie among the members of the Teachers 'Association" ( $p = .000$ , with a mean of 4.64 and 3.68 respectively) and "There should be freedom of disagreement on various issues by the members of the Teachers' Association.

## 7. CONCLUSIONS - SUGGESTIONS

The results of the present research according to the two research questions and the research objectives set, are summarized as follows:

***1st Research Question:*** What is the relationship between the views of teachers, to strengthen the role of teachers by the principal, and their views on their degree of validity in practice in the school where they work?

In all teachers, regarding the strengthening of the role of teachers, a statistically significant discrepancy was found between the degree of agreement and the degree of validity in practice. Although in both cases, the teachers seem to be in the category of "enough", however, there is a significant deviation in the intensity that is in favor of the degree of agreement. The statistically significant difference is an element that indicates the distance that separates expectation from practice

This even applies to each statement separately, from those that correspond to the specific topic. The only exception is the statement: "Teachers should be able to do their job the way they think is best", where there is no statistically significant difference and therefore there is no large discrepancy between what is expected and what is valid. .

***2nd Research Question:*** What is the relationship between teachers 'views on the role of the Teachers' Association and their views on their degree of validity in practice in the school where they work?

In the last thematic section, there was a significant difference in the views of teachers regarding the role of the Teachers' Association, between the degree of agreement and the degree of validity in practice. The average grade point average shows that teachers agree quite a bit, while the average grade point average shows that this is moderately valid in practice. In fact, the difference in the averages is statistically significant in favor of the degree of agreement, an element that indicates the distance that again separates the expectation from the school reality, regarding the role of the Teachers' Association.

In all the examined statements of the questionnaire, statistically significant differences are identified between the degree of agreement and the degree of validity of the statements concerning the role of the Teachers' Association. This finding indicates the great distance between expectation and action in the school environment and we must note that in all statements, expectation had a much higher value than the force in the school environment.

In summary, the discrepancies between the means in the 2 research questions indicate that the school reality, that is, what the teachers experience in their schools is far from their expectations, that is, what they say should be true. The results of the research show that teachers believe that the principals of their schools do not strengthen their role and do not give the Teachers' Association the role that they consider it should have in the decision-making process. Also, examining each statement individually we find that the same is true. The majority of statements show a distance between expectation and action.

In conclusion, some of the proposals that could be formulated in order to exploit the above conclusions and extend the research topic are:

1. The study and analysis of the results based on the personal data of the teachers and the demographic data of the school units which include: gender (men and women), the

qualifications of the respondents (teaching, TEI degree, second degree, Postgraduate and PhD), previous service, previous service in the school unit and level of education. Regarding the qualifications, in the specific thesis the study of the results will be based on the possession or not, of a postgraduate degree. This is done for two reasons: a) because the total sample is small ( $n = 144$ ) and b) in this category those with a master's degree are about two thirds of teachers (62.3%).

That is, to study the two research questions (two research objectives) in the set of statements that correspond to them based on:

- Gender of teachers (male, female)
  - Possession of a postgraduate degree (holder, non-holder)
  - Years of service (up to 15 years, over 15 years)
  - Years of service in the school unit
  - The level of education
2. The extension of this research:
- In all the schools of Primary Education of the Prefecture of Dodecanese.
  - In a representative sample in the schools of public Primary Education on a pan-Hellenic scale.
  - In a representative sample in the school units of the public Secondary Education on a pan-Hellenic scale.
  - In a representative sample in the schools of private Primary Education on a pan-Hellenic scale.
  - In a representative sample in the schools of the private Secondary Education on a pan-Hellenic scale.
  - In the supporting institutions (Education Coordinators, Diagnostic centers, Environmental Education centers) of Primary and Secondary public Education.
3. Carrying out a comparative study of teachers' views between:
- Primary and Secondary public Education.
  - Primary and Secondary Private Education.
  - Primary and Secondary public and private Education.
  - The extension of the thematic with reference population / students of the educational units of Primary and Secondary public and private Education respectively.
  - The extension of the thematic with reference population the external environment of the school units (parents and institutions) of Primary and Secondary public and private Education respectively.
  - The realization of in-school training of the principals and educational units of the school units for the process of making educational decisions.
  - Carrying out mandatory training of school principals and education executives for the educational decision-making process.

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