



EUJEM

# European Journal of Educational Management

Volume 6, Issue 4, 215 - 231.

ISSN: 2642-2344

<https://www.eujem.com/>

## Through the Lens of Teachers: Unveiling Educational Administration and Role Intentions in the Multicultural Mosaic of Greek Schools

Maria Karadimou\* 

Aristotle University of Thessaloniki, GREECE

Kostis Tsioumis 

Aristotle University of Thessaloniki, GREECE

*Received: September 10, 2023 ▪ Revised: October 26, 2023 ▪ Accepted: November 21, 2023*

**Abstract:** This study aims to investigate the views of active primary and secondary education teachers in Greece while implementing educational administration in the modern Greek school for issues related to multiculturalism and their intention to take an active role in co-shaping internal education policy, considering the country's centralized educational system and the flexibility it leaves for the participants in everyday educational reality. 1052 Primary and Secondary education teachers from Greece took part in the research. Descriptive statistics were used, followed by a test of the effect of the sample's social profile on their perceptions, and complex statistical analyzes such as correlations and multiple regression. The findings shape an educational leader who embraces the core principles of intercultural education. According to teachers, these findings are also considered encouraging, since they delineate a teacher who no longer rests, only, in their pedagogical duties, but understands that they must be part of the educational life. Finally, the findings confirmed the influence that an educational leader can exert with their behavior on the teachers at their school. This research sets the basis for the delineation of educational administration in the modern Greek multicultural educational reality by utilizing various statistical methods.

**Keywords:** *Educational administration, multicultural context, role intention, teachers.*

**To cite this article:** Karadimou, M., & Tsioumis, K. (2023). Through the lens of teachers: Unveiling educational administration and role intentions in the multicultural mosaic of Greek schools. *European Journal of Educational Management*, 6(4), 215-231. <https://doi.org/10.12973/eujem.6.4.215>

### Introduction

The scientific community has shown great interest in recent years to educational leadership, and this is due to a widespread belief by many researchers that it is a key element in the effectiveness of a school organization (Brauckmann & Pashiardis, 2009; Kythreotis et al., 2010; Marzano et al., 2005). The school must constitute the connecting link between individuals, society and the global community, as a result of which it is impossible to stay on the sidelines and simply have the role of an observer (Athanasίου, 2016). For their part, the leader teacher is asked to include the new challenges and opportunities for the schools that emerge from the increased immigration of recent years, which has a serious impact on the work of teachers and especially those who lead the school units (Billot et al., 2007). The leader teacher, through their role, can shape a positive school climate in matters of cultural difference in their school unit, especially if we consider that the educational leadership is able to influence the behavior of the teachers who serve in it. Through this process it could potentially engage teachers both emotionally, socially and politically, to develop critical thinking in their students on social and educational issues to ultimately be able to meet the demands arising from multicultural composition of their school.

But is it possible for something like this to take place in a centralized education system like Greece's? Is it possible for the educational leader to take initiatives in co-shaping internal educational policy and at the same time create the appropriate conditions for the involvement of their subordinates in this process? The present study aims to listen to the increased immigration of the last years and its impact on the educational reality and at the same time to put its own stone on a weak research base for the domestic data regarding the delineation of the implementation of the educational leadership in the modern school. In addition, it provides the study of the phenomenon through the teachers' perceptions which are considered to be of great importance for the delineation of an effective leadership.

\* **Corresponding author:**

Maria Karadimou, Aristotle University of Thessaloniki, Greece. ✉ [mkaradimou@edlit.auth.gr](mailto:mkaradimou@edlit.auth.gr)



## Literature Review

### *Educational Leadership*

The school is a complex educational organization which houses many subsystems and pursues specific goals, based on regulations and principles, having as its main concern the achievement of its goals (Kinsella & Senior, 2008; Saitis, 1992), while based on its particular structure the obligation to continuously improve the provided services arises (Hatzipanagiotou, 2003). According to Day (2000) leadership development is about building the capacity needed to manage unforeseen challenges with the aim of preparing people for roles and situations beyond their current experiences, while at the same time choosing values and thereby creating a social structure to integrate them (Glasman & Glasman, 1997). Educational leadership is widely recognized as a complex and difficult process and this is justified if one considers the responsibilities that a leader teacher should carry out (Lemoni & Kolezakis, 2013; Shields, 2004).

### *The Role of the Leader Teacher in the Modern Greek Educational System*

The school principal holds the most decisive role and must possess a set of knowledge and skills that will enable them to cope with their demanding task. The centralized system of Greece does not leave space for relative autonomy, with results in limitations in the role of the manager to the typical bureaucratic handling of tasks based on the relevant institutional framework (Brinia, 2014). However, the rapid developments in recent years, both in educational and social events, as well as the reports on issues related to the effectiveness of schools, have resulted in the decentralization of school systems and the strengthening of the responsibilities and duties of Directors and Leaders (Koutouzis, 2008). It is worth saying that in the introductory report on the New School, there is an attempt to strengthen the role of the director through the prism of transforming the school unit from a simple executive body to a co-shaping body of national education policy. The role of the principal has been upgraded to an animator, a facilitator of change who will simultaneously hold the responsibility for the high performance of the students, as well as the orderly operation of the school. They should take care of planning, implementation and evaluation of the educational project, the provision of in-school training for teachers, the utilization of the educational staff in an optimal way, and the regulation of issues directly related to the staff, for the valid and timely information of the teachers' official files, as well as the correct recording of the unit's details, the promotion and supervision of the implementation of innovative actions, the implementation of the decisions of the teachers' association, transparency and social accountability, and the systematic contact with the local community and the institutions of the lifelong learning (Hellenic Democracy, 2013). From the above, it becomes clear the recognition by the state of the catalytic role of the Director of the school unit, and the willingness to upgrade them based on the powers assigned to them, even though it is a centralized system that leaves little room for autonomy (Kouloubaritsi et al., 2007; Organisation for Economic Co-operation and Development, 2017; Saiti, 2012).

### *Meeting the Challenge: Instructional Leadership in the Multicultural School*

The literature on educational leadership focuses on the great changes happening in the world today, both socially and economically, as well as the need for different forms of leadership that can help schools meet the needs of the modern world (Hargreaves & Fink, 2006). Schools are characterized on the one hand as places of cultural conflict, where different values, beliefs and norms contribute to creating a climate of discord, and on the other hand, as places of cultural cohesion, with teachers and students playing their own role in creating a climate of understanding and maintaining harmony (Beachum & McCray, 2011; Horsford, 2010). By the term multicultural schools, we refer to school structures whose student/teacher profile is represented by more than one race (Dimmock & Walker, 2005). During the 1980s diversity advocates claimed that only through an education that focuses on diversity would it be possible to understand the world, recognize inequalities and acquire the necessary guarantees-tools needed to smooth over any differences that arise (Baez, 2000). It is interesting that much later Dimmock and Walker (2000, p. 306) also argued that "a key direction for educational management and school leadership in the twenty-first century is to embrace an international, cultural and cross-cultural comparative perspective". What should be taken seriously by all practitioners of educational leadership is that the application of cultural leadership is not simply a general disposition or a practice paradigm in which some non-traditional extracurricular behaviors based on bridge-building and boundary-crossing between the school and the community, but much more targeted actions are required (J.-S. Brooks, 2009; Ladson-Billings, 1995).

The multicultural school is a special case, since it includes a set of extensive and challenging tasks which entail new and increased demands that should be successfully handled by the school's leadership (Green, 2015; Lillejord & Tolo, 2006; Nelson & Guerra, 2014). Considering that schools are embedded in their communities and that the educational system is also part of society, both schools and educational leaders should react to, cope with, and support economic and cultural changes and developments (Huber, 2004; Kontakos & Aggelakou, 2016). However, the process of cultural change also requires the existence of strong leadership (Kezar, 2001; Schwartz & Rist, 2017). In change management, the teacher leader seems to have a decisive role, who can act as a driving force in matters of innovation with the ultimate goal of improving the effectiveness of their school unit (Brinia, 2014; Tomasidou et al., 2008). Leader teacher are therefore called upon to "understand the characteristics and expectations of the different cultural groups within the school community" and to develop "a proactive strategy to address any potential "cultural" conflicts and misunderstanding that might arise" (Escobar-Ortloff & Ortloff, 2003, p. 255), reducing prejudice and discrimination against oppressed minority groups and

ensuring balance in the distribution of power (Banks, 2008; Sleeter & Grant, 2003; Vassallo, 2016). However, in case of weakness or failure to exercise culturally sensitive leadership, the marginalization and discrimination of culturally diverse students is likely to be perpetuated (Fraise & Brooks, 2015; Zembylas & Iasonos, 2016).

### *The Educational Leader as an Agent of Cultural Change*

According to M. C. Brooks (2015), schools that constitute socially just environments should help individuals reflect on their role, heal unequal opportunities, and help students and staff acquire skills to challenge the status quo. In order to be able to talk about effective educational leadership, educational leaders must understand the difference and diversity that exists in humanity with the ultimate goal of making education more equitable for all. Simply put, the scope of practical tolerance as well as the tendency towards uniformity/difference should be overcome (since, either we all behave the same way, or reduce the elements of diversity based on dominants) (Blackmore, 2006). After all, leader teachers who are culturally relevant, tend to emphasize high expectations and create processes and policies where their students are emotionally, socially, and politically involved (M. C. Brooks & Brooks, 2019). School leadership can contribute to the flourishing of diversity by allowing teachers to be flexible with the curriculum, to focus on collaboration with each other, so that through the exchange of ideas they become creative, aiming first at expanding their own perspective and then their students', as well as promoting shared and fair policymaking (DeMatthews, 2014; Hargreaves & Fink, 2006; Ryan, 2003). From the above it becomes clear that the role of leader teachers is of paramount importance, since they are called upon to provide a culturally responsive curriculum.

It is worth saying that, according to the literature, there is no consensus around what is characterized as "the best leadership style" (Bolman & Deal, 2008) and therefore what we could characterize as the ideal leader profile in the multicultural school. Developing a shared vision based on values, inclusiveness and deep knowledge of multicultural education seems to be a good start. A key characteristic that the intercultural leader should possess is that they should think globally and then lead locally (Gutierrez et al., 2012). The multidimensional nature of the leader teacher requires a multifaceted amalgam of school leadership skills that include social, personal and managerial skills (Huber, 2004) with multicultural leaders being humble, inspiring, authentic, possessing wisdom, balancing responsibility, and have a clear vision (Webb et al., 2014).

This study tries to delineate the way of implementing educational administration in the modern multicultural school, as well as to investigate the possible effect of demographic characteristics on teachers' perceptions, since according to Schein (1992), they can constitute an essential factor for outlining an effective leadership. Additionally, an attempt is made to detect a possible correlation between teachers' intention to undertake responsibilities based on their perceptions of their leader teacher as well as the predictive ability of this model and how it may differ based on demographic characteristics.

### **Methodology**

The data analysis was carried out at two levels. Primarily, descriptive statistics were used to delineate the way of implementing the educational administration for the needs of the multicultural composition of the modern school, as well as the intention of the teachers to assume responsibilities regarding to the internal educational policy co-formation in matters of otherness. This was followed by a test for the effect of the social profile of the sample on the variables under study. The analysis of the data continued with clarification of the correlation framework of the effect of the teachers' perceptions of the way in which educational administration is implemented and their intention to take an active role. Finally, an attempt was made to examine the predictive ability of teachers' perceptions in their intention to take an active role in the educational development of their school. Through the above analyses, it was attempted to investigate whether the educational leader constitutes a role model with their behavior for their subordinates.

### *Participants and Procedure*

In the survey, 1052 active Primary and Secondary education teachers from the Greek territory took part. 73% of the total sample are women, a particularly high percentage that depends on the domestic educational reality, based on the available data of the Hellenic Statistical Authority 2018-2019 (Hellenic Statistical Authority, 2020a, 2020b). The majority of participants, specifically the  $\frac{3}{4}$  of the sample, are over 38 years old, with over  $\frac{1}{3}$  of them (specifically 36.4%) belonging to the age group of 53 and over, indicating an increased age average among the teachers of our country, which is also consistent with their fifth ranking in the list of the oldest teachers in the entire European Union (Kordis, 2020). Additionally, the  $\frac{3}{4}$  of the sample is employed with a permanent employment relationship in the Greek school, the 36.8% of them having been appointed through a yearbook and 30.9% through a written ASEP competition. The above percentages are justified based on the age range of the respondents. Regarding the specialty of the sample, 36.5% are Primary education, while 32.6% are Secondary education teachers. According to data from Myschool, the teachers at both levels are equally distributed, nevertheless in our sample there is a predominance of those from the field of Primary Education, a finding which is probably also related to the professional profile of the researcher, who comes from the area of Preschool Education.

### Measures

To investigate the questions below, an overview survey using a digital questionnaire was chosen, which was judged to be the most suitable solution, since the closed-question questionnaire is the best tool for collecting data from a large number of people, in a short period of time, and at a low financial cost (Gillham, 2000), offering the option of comparability and statistical analysis of the collected data. The questionnaire was designed for the needs of this research and is the outcome of a thorough study of the literature. It consists exclusively of closed-ended questions on 5-point Likert-type scales, which were arranged in random order to avoid any form of correlation. In order to achieve the maximum degree of content validity of the questionnaire, before its final distribution, data collection was carried out from a small sample of participants, to correct ambiguities regarding the syntax, structure and coherence of the questions. To test the reliability of the questions, it was considered appropriate to use the Cronbach Alpha index, with a value of  $\alpha=.977$  for questions Q1-Q17 and  $\alpha=.654$  for questions B18-B21.

The questions investigated the perceptions of teachers on the way of implementing the educational administration by the educational leader of their school unit for the needs that arise due to the multicultural composition. Specifically, the teachers were asked to state their degree of agreement/disagreement with 17 statements beginning with the phrase "The leader teacher in my school..." (Q1. Aims to create a humanistic and democratic school, Q2. Manages by focusing on moral and social values, Q3. Possesses emotional intelligence, Q4. Takes an active role in shaping educational policy at school level, Q5. Understands the special characteristics of diverse cultural groups, Q6. Is sensitive to issues of cultural diversity, Q7. Is free from stereotypes related to ethnic origin, culture, reduction of prejudice, Q11. It is an agent of cultural change that, in order to change the school culture, must first understand the existing one, Q12. Exercises culturally sensitive leadership to prevent the marginalization of culturally diverse students, Q13. Develops a strategy to deal with conflicts arising from diversity, Q14. Promotes an educational policy in their school that focuses on promoting actions against discrimination, Q15. Promotes an educational policy in their school that focuses on respect for cultural diversity, Q16. Sets an example with their stance on opening the school to society, Q17. Faithfully applies the official educational policy of the state). In addition, it was deemed necessary for them to respond to questions that investigated their intention to undertake responsibilities for issues related to the educational administration at their school. These are 4 questions that started with the phrase "I believe that..." (B18. I undertake responsibilities and roles for the operation of my school, B19. I undertake responsibility for forming an internal educational policy, B20. The assumption of responsibilities should only concern the educational leadership, B21. I am criticizing the centrally formed education policy).

An attempt was made to analyze the data using descriptive statistics, to collect information such as the averages and standard deviations of the questions, followed by the search for relationships between the independent and dependent variables using inductive statistics, such as the independent t-test and ANOVA for the effect of social profile of the sample on the variables under consideration. A factor analysis was applied to create factors and a normality test was performed to select the appropriate correlation index. Then, the Spearman index was used to test the relationship between teachers' intention to take on roles and their perceptions about the leader teacher, while finally the degree of predictive ability was investigated through linear regression and the differentiation that exists due to of demographic characteristics. For the data analysis the statistical software IBM SPSS Statistics v.26 was used.

## Findings / Results

### Descriptive and Inductive Statistics

A descriptive statistics analysis was performed. The mean values and standard deviations of the teachers' perceptions about the way of implementing educational administration in the modern school and of their intention to undertake responsibilities in issues of educational administration were obtained.

Table 1. Descriptive Statistics

Question	Mean	Std. Deviation
Q1	4.31	0.935
Q2	4.31	0.891
Q3	4.26	0.960
Q4	4.18	0.944
Q5	4.23	0.939
Q6	4.24	0.935
Q7	4.24	0.946
Q8	4.37	0.868
Q9	4.27	0.918
Q10	4.22	0.937
Q11	4.06	0.991

Table 1. Continued

Question	Mean	Std. Deviation
Q12	4.18	0.959
Q13	4.15	0.954
Q14	4.14	0.991
Q15	4.19	0.976
Q16	4.20	1.017
Q17	3.82	0.959
B18	4.23	0.796
B19	3.88	0.949
B20	2.16	1.119
B21	3.64	0.955

The findings show that the teachers' perceptions are positively related to the management of educational administration issues by the leader teacher at their school, since the average answers are mostly above the value 4 (in values from 1 to 5). The lowest average is gathered at the responses to question Q17, while the highest average value appears for the question Q8, which at the same time presents the smallest standard deviation compared to the other variables. Nevertheless, the value of the standard deviation in all variables is widened, since its range of variation varies between the values of 0.8-1.0, indicating that the teachers' perceptions differ. Regarding teachers' intention to get involved in issues related to educational administration, lower averages are recorded in relation to their perceptions of the principal. A noticeably lower average is found for the variable B20, while the averages of the responses to B19 and B21 show that teachers tend to be positive in these cases as well but expressing their agreement less emphatically than their perceptions of the manager.

#### *Influence of Demographics*

##### *Gender*

For the independent variable gender, the independent t-test was performed. From the findings (table 2) there was no effect on both teachers' perceptions and their intention to undertake responsibilities.

Table 2. Independent samples t-test

Question		f	Sig.	t	df	Sig. (2-tailed)
Q1	Equal variances assumed	.010	.920	-.054	1050	.957
Q2	Equal variances assumed	.141	.708	.043	1050	.966
Q3	Equal variances assumed	2.147	.143	.045	1050	.964
Q4	Equal variances assumed	.331	.565	.175	1050	.862
Q5	Equal variances assumed	2.041	.153	.482	1050	.630
Q6	Equal variances assumed	.457	.499	.251	1050	.802
Q7	Equal variances assumed	.285	.594	-.077	1050	.939
Q8	Equal variances assumed	3.371	.067	-.414	1050	.679
Q9	Equal variances assumed	.468	.494	.903	1050	.367
Q10	Equal variances assumed	.107	.743	.525	1050	.600
Q11	Equal variances assumed	1.775	.183	.866	1050	.387
Q12	Equal variances assumed	1.416	.234	.514	1050	.607
Q13	Equal variances assumed	.224	.636	.490	1050	.624
Q14	Equal variances assumed	.638	.425	-.456	1050	.649
Q15	Equal variances assumed	2.297	.130	1.124	1050	.261
Q16	Equal variances assumed	3.572	.059	-1.314	1050	.189
Q17	Equal variances assumed	1.022	.312	-1.827	1050	.068
B18	Equal variances assumed	.129	.720	-.511	1050	.609
B19	Equal variances assumed	.500	.480	.317	1050	.751
B20	Equal variances assumed	.043	.836	-1.028	1050	.304
B21	Equal variances assumed	1.456	.228	-.445	1050	.656

##### *Age*

Data collection for the independent variable age was performed by noting the exact age of each participant on a continuous spatial scale to ensure the validity of data. For its analysis, it was deemed more appropriate to convert it into a categorical variable by grouping the data into three age groups, after a data distribution check was first carried out, so that there is safe homogeneity in the sample. Specifically, age groups 1 (up to 37 years old), 2 (38 to 52 years old) and 3

(53 years old and over) were created. From the variance analysis (Table 4), an effect of the independent variable age on the dependent variables Q1, Q3, Q11, Q12, Q14, B18, and B21 was found, while the Post Hoc test found a greater difference between groups 3 and 1 in all of them.

Table 3. Descriptive Statistics for the Variable Age

Question	Age Group	Mean	Std. Deviation
Q1	up to 37 years old	4.11	1.025
	38 to 52 years old	4.29	.928
	53 years old and over	4.45	.866
Q3	up to 37 years old	4.12	.979
	38 to 52 years old	4.23	.966
	53 years old and over	4.36	.933
Q11	up to 37 years old	3.86	1.061
	38 to 52 years old	4.01	.988
	53 years old and over	4.25	.921
Q12	up to 37 years old	3.99	1.049
	38 to 52 years old	4.15	.955
	53 years old and over	4.33	.885
Q14	up to 37 years old	3.92	1.094
	38 to 52 years old	4.10	.996
	53 years old and over	4.33	.886
B18	up to 37 years old	4.11	.806
	38 to 52 years old	4.19	.801
	53 years old and over	4.35	.771
B21	up to 37 years old	3.45	.874
	38 to 52 years old	3.59	.982
	53 years old and over	3.80	.945

Table 4. Variance Analysis for the Variable Age

Question	Test of Homogeneity of Variances			ANOVA		$\eta^2$	Mean Dif.	Sig.	
	Levene Statistic	df1	df2	Sig.	F				
Q1	1.684	2	1049	.186	9.421	.000	.018	mean <sub>3</sub> -mean <sub>1</sub> = 4.45-4.11=.336	<.01
Q3	.387	2	1049	.680	4.601	.010	.009	mean <sub>3</sub> -mean <sub>1</sub> = 4.36-4.12=.239	<.01
Q11	.897	2	1049	.408	12.502	.000	.023	mean <sub>3</sub> -mean <sub>1</sub> = 4.25-3.86=.390	<.01
Q12	1.067	2	1049	.345	9.623	.000	.018	mean <sub>3</sub> -mean <sub>1</sub> = 4.33-3.99=.345	<.01
Q14	2.907	2	1049	.055	13.016	.000	.024	mean <sub>3</sub> -mean <sub>1</sub> = 4.33-3.92=.407	<.01
B18	.781	2	1049	.458	7.471	.001	.014	mean <sub>3</sub> -mean <sub>1</sub> = 4.35-4.11=.242	<.01
B21	2.403	2	1049	.091	10.687	.000	.020	mean <sub>3</sub> -mean <sub>1</sub> = 3.80-3.45=.351	<.01

For variables judged not to meet the Levene criterion and in where sig<.05, the non-parametric equivalent of Kruskal-Wallis was used. Statistical significance is found in the variables Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q13, Q15, Q16, and B19. In all questions there is a greater difference between groups 3 and 1 (Table 5).

Table 5. Kruskal-Wallis for the Variable Age

Question	Sig.	Variable Difference	Test Statistic	Sig.
Q4	<.01	Age-group 3-Age-group 1	68.353	<.05
Q5	<.01	Age-group 3-Age-group 1	83.244	<.05
Q6	<.01	Age-group 3-Age-group 1	84.821	<.05
Q7	<.01	Age-group 3-Age-group 1	68.353	<.01
Q8	<.01	Age-group 3-Age-group 1	95.195	<.01
Q9	<.01	Age-group 3-Age-group 1	105.008	<.01
Q10	<.01	Age-group 3-Age-group 1	92.862	<.01
Q13	<.01	Age-group 3-Age-group 1	105.751	<.01
Q15	<.01	Age-group 3-Age-group 1	91.450	<.01
Q16	<.01	Age-group 3-Age-group 1	87.883	<.01
B19	<.01	Age-group 3-Age-group 1	119.23	<.01

#### Employment Relationship/Mode of Appointment

From the one-way ANOVA analysis of variance (Table 7) it emerged that there is an effect of the independent variable Employment relationship/Method of appointment on the dependent variables Q1, Q2, Q3, Q4, Q11, Q12, Q14, B18, and B21. The biggest differences arise between the pairs (Permanent with yearbook-Substitutes, Permanent with ASEP-Substitutes, Permanent with 30 months-Substitutes).

Table 6. Descriptive Statistics for the Variable Employment Relationship/Method of Appointment

Question	Employment Relationship/ Mode of Appointment	Mean	Std. Deviation
Q1	Substitutes	4.09	1.070
	Permanent (Yearbook)	4.44	.857
	Permanent (24months)	4.38	.937
	Permanent (30months)	4.47	.774
	Permanent (ASEP)	4.30	.900
Q2	Substitutes	4.14	.964
	Permanent (Yearbook)	4.45	.833
	Permanent (24months)	4.23	.881
	Permanent (30months)	4.22	.866
	Permanent (ASEP)	4.31	.881
Q3	Substitutes	4.11	1.000
	Permanent (Yearbook)	4.35	.922
	Permanent (24months)	4.31	.949
	Permanent (30months)	4.58	.692
	Permanent (ASEP)	4.22	.983
Q4	Substitutes	4.07	1.002
	Permanent (Yearbook)	4.30	.878
	Permanent (24months)	4.15	.989
	Permanent (30months)	4.33	.756
	Permanent (ASEP)	4.13	.972
Q11	Substitutes	3.87	1.075
	Permanent (Yearbook)	4.27	.898
	Permanent (24months)	4.19	.960
	Permanent (30months)	4.19	.920
	Permanent (ASEP)	3.94	.995
Q12	Substitutes	3.96	1.082
	Permanent (Yearbook)	4.35	.852
	Permanent (24months)	4.21	.849
	Permanent (30months)	4.33	.926
	Permanent (ASEP)	4.14	.959
Q14	Substitutes	3.91	1.095
	Permanent (Yearbook)	4.33	.898
	Permanent (24months)	4.19	.842
	Permanent (30months)	4.28	.914
	Permanent (ASEP)	4.09	1.001

Table 6. Continued

Question	Employment Relationship/ Mode of Appointment	Mean	Std. Deviation
B18	Substitutes	4.02	.876
	Permanent (Yearbook)	4.37	.721
	Permanent (24months)	4.31	.689
	Permanent (30months)	4.25	.841
	Permanent (ASEP)	4.22	.791
B21	Substitutes	3.46	.977
	Permanent (Yearbook)	3.73	.949
	Permanent (24months)	3.60	.984
	Permanent (30months)	3.75	.937
	Permanent (ASEP)	3.66	.929

Table 7. Variance Analysis for the Variable Employment Relationship/Method of Appointment

Question	Test of Homogeneity of Variances			ANOVA		$\eta^2$	Mean Dif.	Sig.	
	Levene Statistic	df1	df2	Sig.	F				Sig.
Q1	2.344	4	1047	.053	5.705	.000	.021	meanyearbook- meansubstitutes= 4.44-4.09=.346	<.01
Q2	.702	4	1047	.591	4.861	.001	.018	meanyearbook- meansubstitutes= 4.45-4.14=.306	<.01
Q3	1.680	4	1047	.152	3.669	.006	.014	Mean30months- meansubstitutes= 4.58-4.11=.474	<.05
								meanyearbook- meansubstitutes= 4.35-4.11=.239	<.05
Q4	1.111	4	1047	.350	3.089	.015	.012	meanyearbook- meansubstitutes= 4.30-4.07=.236	<.05
Q11	1.761	4	1047	.135	8.195	.000	.030	meanyearbook- meansubstitutes= 4.27-3.87=.395	<.01
								meanASEP- meansubstitutes= 3.94-3.87=.322	<.01
Q12	2.384	4	1047	.050	6.968	.000	.026	meanyearbook- meansubstitutes= 4.35-3.96=.392	<.01
								meanASEP- meansubstitutes= 4.14-3.96=.204	<.01
Q14	2.126	4	1047	.076	7.547	.000	.028	meanyearbook- meansubstitutes= 4.33-3.91=.419	<.01
								meanASEP- meansubstitutes= 4.09-3.91=.236	<.05
B18	.622	4	1047	.647	7.865	.000	.029	meanyearbook- meansubstitutes= 4.37-4.02=.351	<.01
								meanASEP- meansubstitutes= 4.22-4.02=.192	<.05
B21	.339	4	1047	.852	3.468	.008	.013	meanyearbook- meansubstitutes= 3.73-3.46=.277	<.01



For the variables which doesn't meet the Levene criterion with  $\text{sig} < .05$ , its non-parametric equivalent, Kruskal-Wallis, was used. Statistical significance emerged from the control in variables Q5, Q6, Q7, Q8, Q9, Q10, Q13, Q15, Q16, B19, and B20 (Table 8). From the analyses, a greater difference emerged between the permanent groups in any way and the substitutes, with the former declaring their agreement to a greater extent.

Table 8. Kruskal-Wallis for the Variable Employment Relationship/Method of Appointment

Question	Sig.	Variable Difference	Test Statistic	Sig.
Q5	<.01	Permanent (Yearbook)-Substitutes	82.433	<.01
Q6	<.01	Permanent (Yearbook)-Substitutes	100.216	<.01
	<.01	Permanent (ASEP)-Substitutes	127.391	<.05
Q7	<.05	Permanent (Yearbook)-Substitutes	78.891	<.01
Q8	<.01	Permanent (Yearbook)-Substitutes	81.337	<.01
	<.01	Permanent (ASEP)-Permanent (Yearbook)	67.679	<.01
Q9	<.01	Permanent (Yearbook)-Substitutes	110.573	<.01
	<.05	Permanent (ASEP)-Permanent (Yearbook)	51.797	<.05
	<.05	Permanent (ASEP)-Substitutes	48.776	<.05
Q10	<.01	Permanent (Yearbook)-Substitutes	99.821	<.01
	<.01	Permanent (30 months)-Substitutes	132.559	<.01
	<.01	Permanent (ASEP)-Permanent (Yearbook)	58.639	<.01
Q13	<.01	Permanent (Yearbook)-Substitutes	117.329	<.01
	<.01	Permanent (30 months)-Substitutes	103.698	<.05
	<.01	Permanent (ASEP)-Permanent (Yearbook)	54.567	<.05
Q15	<.01	Permanent (Yearbook)-Substitutes	108.532	<.01
	<.01	Permanent (30 months)-Substitutes	125.023	<.05
	<.01	Permanent (ASEP)-Substitutes	57.708	<.05
	<.01	Permanent (ASEP)-Permanent (Yearbook)	54.567	<.05
	<.01	Permanent (24 months and ASEP)-Substitutes	91.659	<.05
Q16	<.01	Permanent (Yearbook) – Substitutes	93.260	<.01
	<.01	Permanent (ASEP)-Permanent (Yearbook)	54.163	<.05
B19	<.01	Permanent (Yearbook)-Substitutes	138.249	<.01
	<.01	Permanent (ASEP)-Substitutes	89.538	<.01
	<.01	Permanent (24 months and ASEP)-Substitutes	108.511	<.05
	<.01	Permanent (ASEP)-Permanent (Yearbook)	48.711	<.05
B20	<.05	Permanent (ASEP)-Permanent (24 months and ASEP)	137.611	<.01
	<.05	Permanent (ASEP) – Substitutes	89.538	<.01
	<.05	Permanent (24 months and ASEP)-Substitutes	114.456	<.05
	<.05	Permanent (30 months)-Permanent (24 months and ASEP)	156.965	<.05
	<.05	Permanent (ASEP)-Permanent (Yearbook)	46.454	<.05

### Specialty

The sample was asked to state their exact occupational specialty. From the classifications according to the level, the categories Kindergarten (General and Special Education Kindergarten teachers), Elementary (General and Special Education Teachers, Specialization in General and Special Education), Secondary (General and Special Secondary Education Teachers) and High School (General and Special Education High School Teachers). From the analysis of variance (Table 10) it emerged that there is an effect of the independent variable Specialty-Level on the dependent variables Q1 and B18. In all questions, the kindergarten level was more positively related than the other levels.

Table 9. Descriptive Statistics for the Variable Specialty

Question	Specialty	Mean	Std. Deviation
Q1	Kindergarten	4.47	.869
	Elementary School	4.27	.925
	Secondary School	4.20	1.006
	High School	4.32	.958
B18	Kindergarten	4.43	.690
	Elementary School	4.21	.788
	Secondary School	4.17	.843
	High School	4.13	.859

Table 10. Analysis of Variance for the Variable Specialty (ANOVA-Tukey)

Question	Test of Homogeneity of Variances				ANOVA			Mean Dif.	Sig.
	Levene Statistic	df1	df2	Sig.	F	Sig.	$\eta^2$		
Q1	1.966	3	1048	.117	3.163	.024	.009	meanKindergarten- meanSecondary= 4.47-4.20=.266 meanKindergarten- meanElementary= 4.47-4.27=.199	<.05  <.05
B18	.655	3	1048	.580	6.159	.000	.017	meanKindergarten- meanHighSchool= 4.43-4.13=.304 meanKindergarten- meanSecondary= 4.43-4.17=.261 meanKindergarten- meanElementary= 4.43-4.21=.224	<.01  <.01  <.01

Finally, from the variance analysis (Table 6) it emerged that there is an effect of the independent variable Specialty on the variables Q2, Q3, Q9, B19 (Table 11). In all questions, the Kindergarten level was more positively related than the other levels.

Table 11. Analysis of Variance for the Specialty Variable (ANOVA-Tamhane)

Question	Test of Homogeneity of Variances				ANOVA			Mean Dif.	Sig.
	Levene Statistic	df1	df2	Sig.	F	Sig.			
Q2	2.669	3	1048	.046	3.277	.020		meanKindergarten- meanElementary= 4.47-4.26=. 210	<.05
Q3	4.127	3	1048	.006	3.101	.026		meanKindergarten- meanElementary= 4.43-4.22=. 209	<.05
Q9	5.423	3	1048	.001	3.224	.022		meanKindergarten- meanSecondary= 4.38-4.10=. 277	<.05
B19	3.388	3	1048	.018	11.297	.000		meanKindergarten- meanSecondary= 4.21-3.72=. 483 meanKindergarten- meanElementary= 4.21-3.82=. 387 meanKindergarten- meanHighSchool= 4.21-3.82=. 382	<.01  <.01  <.01

### Factorial Analysis

Due to the increased number of variables, it was deemed appropriate to utilize complex statistical methods to help us classify the individual variables into distinct groups. A key method to achieve this is the use of factor analysis, specifically principal component analysis, a data reduction process that utilizes existing correlations to extract new factors (Stamovlasis & Vaiopoulou, 2021) to help understand a concept or attribute.

The factor analysis outlined two factors, while for the questions Q17 and B20, their loading values were  $<.040$  so it was deemed appropriate not to include them in further analyses. The initial check showed that the criterion for the application of the factor analysis is met, since the value of the  $KMO=.970 > .80$  and  $sig=.00 < .05$ . In particular, the analysis resulted in the first factor concerning the perceptions of teachers on how the leader teachers exercise educational administration in their school and consist of the questions Q1-Q16, and the second factor concerning their intention to undertake roles in matters of educational administration and consist of the questions B18, B19, and B21.

*Normality Test*

For the selection of the appropriate correlation index, a normality test was performed through the Kolmogorov-Smirnov and Shapiro-Wilk tests (Table 12). Furthermore, a normality test was performed through the ratios resulting from the skewness and kurtosis values of the data.

Table 12. Normality Tests

Variable	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Views of educational administration implementation	.171	1052	.000	.858	1052	.000
Intention of role undertake in educational administration	.119	1052	.000	.956	1052	.000

According to the normality tests it was found that sig is equal to  $.00 < .05$ , therefore the variables do not follow normal distribution. In addition, the same result was obtained from the ratio of skewness and kurtosis with the corresponding standard error where in both cases it fluctuated above 1.96, thus meeting the criterion of normal distribution (Table 13).

Table 13. Descriptives

Variable	Statistic	Std. Error	Statistic / Std. Error	
Views of educational administration implementation	Mean	4.2233	.02521	
	Skewness	-1.276	.075	17.01
	Kurtosis	1.337	.151	8.86
Intention of role undertake in educational administration	Mean	3.9183	.02141	
	Skewness	-.498	.075	6.64
	Kurtosis	.215	.151	1.43

Based on the above tests, the Spearman index was chosen to investigate whether there is a correlation between the teachers' perceptions of the way educational administration is implemented and the teachers' intention to take on roles. From the multivariate analysis (Table 14) a positive correlation emerged with a value of the Spearman's rho index ( $\rho$ )=.432 which is statistically significant with a p-value(sig)=.000.

Table 14. Correlations (Implementation of Educational Administration / Take on Roles in Educational Administration Issues)

Variable	Spearman's rho	
	Views of educational administration implementation	Intention of role undertake in educational administration
Views of educational administration implementation	Correlation	1.000
	Coefficient	.432**
	Sig. (2-tailed)	.000
	N	1052
Intention of role undertake in educational administration	Correlation	.432**
	Coefficient	1.000
	Sig. (2-tailed)	.000
	N	1052

*Multiple Regression*

After correlation testing, multiple regression was applied to predict teachers' intention to take on roles based on their perceptions of how it is implemented. This analysis was chosen to investigate if the educational leader is a role model with their behavior and if their attitude can influence the behavior of their subordinates. In addition, it was considered appropriate to further refine the analysis by utilizing specific demographic characteristics, in order to investigate whether there are differences in the predictive ability of the original model. According to the analysis, the model predicted statistically significantly teachers' intention to exercise educational administration with values  $F(1.1050)=193.649$ ,  $p(.00) < .05$ ,  $R^2=.156$ . It was investigated whether the prognostic potential differs based on demographic characteristics and specifically based on gender, age, employment and level of education.

With reference to gender, the intention of female teachers to exercise educational administration was statistically significant with values  $F(1.766)=124.587$ ,  $p(.00) < .05$ ,  $R^2=.140$  but also the intention of men with values  $F(1.282)=73.278$ ,  $p(.00) < .05$ ,  $R^2=.206$ . From the comparison based on gender we observe that in men the predictive contribution of their perceptions to their intention is greater and at 20.6% compared to women who are at 14.0%.

Regarding the demographic age, the model predicted statistically significant intention of teachers aged up to 37 years with values  $F(1.220)=34.141$ ,  $p(.00)<.05$ ,  $R^2=.134$ . The intention of teachers aged 38 to 52 with values  $F(1.445)=54.617$ ,  $p(.00)<.05$ ,  $R^2=.109$  is also statistically significant, as well as teachers aged 53 and over with values  $F(1.381)=99.086$ ,  $p(.00)<.05$ ,  $R^2=.206$ . From the comparison based on age group, we observe that for teachers who belong to age group 3 the predictive contribution of their perceptions to their intention is greater than this of the younger ones, since it weights 20.6%. The group of younger teachers rates 13.4% and at the end is the middle-aged group with a prediction rate of just 10.9%.

Regarding the employment relationship, the model predicted statistical significance of the intention of substitute teachers with values  $F(1.254)=35.013$ ,  $p(.00)<.05$ ,  $R^2=.121$  and also of permanent teachers with values  $F(1.794)=144.029$ ,  $p(.00)<.05$ ,  $R^2=.154$ . From the comparison based on the employment relationship, we observe that for the permanent teachers the predictive ability is greater, since it rates 15.4%, against the 12.1% of substitute teachers.

Regarding the demographic characteristic education level, the model predicted statistically significantly the intention of Primary teachers with values  $F(1.708)=165.550$ ,  $p(.00)<.05$ ,  $R^2=.190$  and also of Secondary teachers with values  $F(1.340)=39.957$ ,  $p(.00)<.05$ ,  $R^2=.105$ . From the comparison based on level of education, we observe that among Primary teachers the predictive contribution of their perceptions to their intention is greater since it rates 19.0%, against 10.5% of Secondary teachers.

The predictive model of teachers' intention to take on roles in educational administration issues based on their perceptions about the exercise of educational administration by the educational leader of their school, amounts to a rate of 15.6%. Based on the used selection variables, it emerged that men teachers aged 53 and over, working with a permanent employment relationship as well as Primary teachers, the percentages of predictive ability are greater than those of women, teachers aged 38-52, substitutes and Secondary teachers education.

### Discussion

Regarding the research question on how to implement educational administration in the management of daily issues that arise in the school unit due to the multicultural composition of the modern school, but also the intention of teachers to take an active role, the descriptive statistics show that teachers' perceptions are very positively related. It appears that the teachers are satisfied with the administration that is applied in the modern Greek school for the needs of its multicultural composition. Thus, the teacher's positive perceptions of how educational administration is implemented delineate a picture of an educational leader who embraces the core principles of intercultural education.

Regarding the teachers' intention to undertake responsibilities, from the analysis of the findings it appears that the teachers make it clear that it should not only burden the educational leader, but that all participants in the educational process have a share of responsibility in the daily school reality. It is important to point out that the teachers state their agreement, but more restrained in the questions regarding their involvement in educational policy issues, both regarding its formation at the school level, as well as the criticism of the wider educational policy. The positive teachers' intention to undertake responsibilities is particularly comforting as it shows that teachers perceive themselves as key participants in the educational process and that their role is not limited to executor of orders from above. The above findings capture the image that the behavior of the leader teacher as a role model for their subordinates can act as reinforcement for them in undertaking roles and responsibilities, so that they in turn contribute for the good of their school.

Regarding the research question that explores the possible effect of demographic characteristics on teachers' perceptions and intentions, no effect of the factor gender emerged. The variable age affects most questions with the greatest variation being found at the extreme values of the sample. More specifically, older teachers tend to be more positive in their statements compared to younger ones, who are positive but more reserved. We hypothesize that the above finding may be due to the emotional bond that exists between older teachers and the leader teacher in their school, given the former's stay for many years in a school unit, the personal relationship they may have developed as well as of the similar educational understanding that they may possess due to studies. On the contrary, the younger teachers are probably more restrained in their statements, since, due to their temporary position they have not developed an emotional bond with the leader of their school unit, because of which they judge with more objective and strict criteria. The more restrained positive attitude of younger teachers may also be due to their scientific profile, given that they were nurtured in curricula that are more informed and up-to-date in the topics of educational leadership and intercultural education. Finally, their youth, which is often accompanied by a lack of experience, helps in the most severe judgment, given that in its absence one is not able to be aware of all difficulties and obstacles that an educational leader has to overcome every day. As for the employment relationship, a number of correlations emerge since in all of them a statistically significant relationship is found between the pairs of permanent (in any way) and substitutes. Specifically, substitutes are the ones who report lower degree of agreement, which implies that they are less positive about how they value and are inspired by the work of leader teacher in their school.

However, the same phenomenon is observed in the questions addressed to the teachers themselves, declaring a lower degree of agreement in relation to their permanent colleagues. Of interest is the finding in question B20 in which substitutes indicate to a lesser extent their agreement that the assumption of responsibilities should only concern

educational leadership, thus indicating their willingness to be involved in matters concerning the administration of their school unit. Finally, regarding the teaching level, it appears that the teachers who are employed in the kindergarten express their agreement more fervently than the other levels, in terms of whether the leader teacher in their school aims more at creating a humanistic and democratic school, if they manage by focusing on moral and social values, if they have emotional intelligence and if they actively involve the foreign language students. In addition, kindergarten teachers are more positive in the case of take on roles and responsibilities for the operation of their school, findings that again show the more positive attitude of kindergarten teachers compared to the rest. We assume that the specific findings are mainly due to the freer curriculum of the kindergarten that allows the development of broader themes for the cultivation of values with the ultimate goal of the active involvement of foreign language students. On the contrary, in the rest of the levels, teachers are asked every day to exceed goals such as the completion of the teaching material in a certain period of time, a fact that acts as a barrier to the implementation of relevant actions.

The analyzes continued by investigating the research question for the existence of correlations between the variables under study. The study of the correlation analyses, a correlation is recorded between teachers' intention to undertake roles as well as their perceptions of the leader teacher. It appears that the wider attitude of the educational leader in matters of cultural diversity can also affect the attitude of the teachers, a finding which is based on the thought that the behavior of the educational leader as an inspirational model can contribute to the activation of their subordinates so that they too feel a part of a group that tries to contribute for the good of the school. The findings are in line with those of earlier research, such as the research of Savvidis (2012) according to which, attitudes and characteristics such as intercultural education, multicultural competence, celebration of diversity are able to activate or deactivate multicultural implementation of leadership applied in a school. Additionally, from the research of Tomasidou et al., (2008) and Katerini (2010) it emerges that the personal attitude of the leader teacher in matters of diversity constitutes an example for teachers and students with the formation of a good intercultural climate to influence the effectiveness of a colorful school. The not so high value of the correlation index may be due to the wider lack of culture in Greek society for understanding inclusion in management and at the same time exploiting the dynamics of groups. Even today, the Greek educational system is characterized by elements of centralization that limit leader teachers from taking initiatives aimed at improving their school and offering a vision for their school unit (Gkolia et al., 2018).

Our data confirmed the high degree of correlation between teachers' intention to take on roles and their perceptions of their leader teacher, but also the fact that teachers' perceptions of their leader teacher act as predictive indicators of their intention. The research confirmed the influence that an educational leader can exert with their behavior on the teachers at their school. Specifically, based on the characteristics that according to Bass (1985) the transformational leader should have, it became clear that based on the teachers' perceptions, their leader teachers can be a role model for them. According to the literature, the action of the leader teacher can play a catalytic role in the behavior of their subordinates, strengthening the autonomy, self-efficacy and satisfaction they derive from their work (Bogler & Somech, 2004; Kalliontzi & Iordanidis, 2019; Sarafidou & Chatziioannidis, 2013). Consequently, leader teachers are the appropriate persons who can disrupt the power relations within the school context and achieve with their actions the appropriate balances (Lumby & Coleman, 2007).

Finally, the analysis was completed by investigating the research question of whether the social profile of the sample affects the regression models, where it emerged regarding gender that the predictive ability of men is greater than that of women, which may be based on a broader theory that wants women to be less sure of themselves resulting that their answers are not as clear as to allow high rates of prediction. In addition, the degree of prognosis is greater for teachers over the age of 53 who now have many years of educational service, as a result of which they more clearly express their point of view as a product of personal and professional maturity. Regarding the employment relationship, there is an increased predictive ability of permanent employees compared to substitutes, a finding that is probably related to the professional uncertainty of the latter. In terms of predictive ability, it is recorded increased in Primary teachers compared to their colleagues in Secondary education, a finding that most likely arises from Preschool teachers, where it is often the case that the role of the teacher is identified with that of the leader.

### Conclusion.

The research managed to delineate a clear picture of the way educational administration is implemented in the modern Greek school, the intention of teachers to escape from the narrow framework of their teaching role, as well as the figure of a leader teacher who tries to function as model and lever for activating their subordinates for the needs that arise due to the multicultural composition of the modern school. The findings delineate the profile of an educational leader who tends to embrace the core principles of intercultural education and participatory leadership styles. From the data, it is made clear that steps have been taken over the years, so that the educational leadership in the modern school gets rid of the strong elements of centralism that ran through it and now embraces transformational forms of leadership that focus on avoiding exclusion processes within the school framework (Grace, 1995; Telford, 1996) and enable input into everyday educational reality through visioning. The findings are also encouraging regarding the intention of the participants, since they delineate the profile of a teacher who no longer just rests in their pedagogical duties, but

understands that they must be part of educational life through joint decision-making and their action, so that they also contribute to the formation of an internal educational policy which will listen to the needs of their own school context.

Further statistical tests highlighted the effect of demographic characteristics on teachers' perceptions. The findings outlined groups of teachers (permanent teachers, older teachers, etc.) who have resolved basic livelihood issues and hold a position for many years in familiar school environments, elements that contribute positively to the development of interpersonal relationships between themselves and the person who leads their school unit. This has the result that they express themselves with greater tolerance, but also knowledge the difficulties that the educational leader is called upon to face every day. There was also an effect of the demographic characteristics on the teachers' declarations of intention, where they move in the same trajectory of effects as their perceptions of the educational leader.

In summary, we would say that our research confirmed the influence that an educational leader can exert with their behavior on the teachers at their school and be a role model with their attitude. The high correlations between teachers' intention to undertake responsibilities and the way in which educational leadership is implemented by their leader teachers, highlight the immense need for training of education officials, both in the management of intercultural education issues in their school unit, as well as in the application of innovative forms of leadership (Dimopoulos & Iordanidis, 2019) which are based on teamwork and utilize each member of the educational community based on their abilities.

### Recommendations

The findings of the research managed to delineate a clear picture of the way that an educational leadership is implemented in the modern school, but also of the teachers' intention to take an active role in the educational process. Some directions for future research relate to the addition of more demographic characteristics that provide details regarding the experience of teachers and leader teachers in a multicultural context, as well as the existence of specialized knowledge such as seminars or postgraduate studies on these issues. In addition, it would be important in the future to use qualitative findings from the leader teachers themselves to provide comparative data, as well as with senior staff of the educational leadership in order to examine the subject more spherically.

### Limitations

The research sample was obtained through random sampling throughout the educational region of Greece, without the possibility of determining the number of participants per region, since the research was conducted remotely. In addition, for the needs of the research, no questionnaire was existent which met the criteria, thus an improvised questionnaire was used, and the product of an extensive review of the literature, detracting from the fact that it was not weighted.

### Authorship Contribution Statement

Karadimou: Conceptualization, design, analysis, writing, data acquisition, data analysis / interpretation, drafting manuscript, statistical analysis. Tsioumis: Editing/reviewing, critical revision of manuscript, supervision, final approval.

### References

- Athnasiou, I. (2016). Sholiki igesia kai ekpaideutiki allagi. Dinameis epirois kai paixnidia politikis [School leadership and educational change. Forces of influence and politic games]. *Panhellenic Conference of Education Sciences*, 2015(1), 125–140. <https://doi.org/10.12681/educsc.126>
- Baez, B. (2000). Diversity and its contradictions. *Academe*, 86(5), 43–47. <https://doi.org/10.2307/40251920>
- Banks, J.-A. (2008). *An introduction to multicultural education* (4th ed.). Allyn & Bacon.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Beachum, F. D., & McCray, C. R. (2011). *Cultural collision and collusion: Reflections on hip-hop culture, values, and schools*. Peter Lang Publishing.
- Billot, J., Goddard, J. T., & Cranston, N. (2007). How principals manage ethnocultural diversity: Learnings from three countries. *International Studies in Educational Administration*, 35(2), 3–19. <https://hdl.handle.net/10292/5826>
- Blackmore, J. (2006). Deconstructing diversity discourses in the field of educational management and leadership. *Educational Management Administration and Leadership*, 34(2), 181–199. <https://doi.org/10.1177/1741143206062492>
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20(3), 277–289. <https://doi.org/10.1016/j.tate.2004.02.003>
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: artistry, choice, and leadership* (4th ed.). Jossey-Bass.

- Brauckmann, S., & Pashiardis, P. (2009, April 13). *From PISA to LISA: new educational governance and school leadership: exploring the foundations of a new relationship in an international context* [Conference presentation]. 90th Annual meeting of the American educational research association. A validation study of the leadership styles of a holistic leadership theoretical framework. San Diego, USA.
- Brinia, B. (2014). *Meletes periptoseon ekpaideutikon monadon [Case studies of educational units]* (2nd ed.). Stamoulis.
- Brooks, J.-S. (2009). The miseducation of a professor of educational administration: Learning and unlearning culturally (ir)relevant leadership. In A.-K., Tooms, & C., Boske (Eds.), *Bridge leadership: Connecting educational leadership and social justice to improve schools* (pp. 153–169). Information Age Publishing.
- Brooks, M. C. (2015). School principals in southern Thailand: Exploring trust with community leaders during conflict. *Educational Management Administration and Leadership*, 43(2), 232–252. <https://doi.org/10.1177/1741143213513191>
- Brooks, M. C., & Brooks, J. S. (2019). Culturally (ir)relevant school leadership: Ethno-religious conflict and school administration in the Philippines. *International Journal of Leadership in Education*, 22(1), 6–29. <https://doi.org/10.1080/13603124.2018.1503819>
- Day, D. V. (2000). Leadership development: A review in context. *The Leadership Quarterly*, 11(4), 581–613. [https://doi.org/10.1016/s1048-9843\(00\)00061-8](https://doi.org/10.1016/s1048-9843(00)00061-8)
- DeMatthews, D. E. (2014). How to improve curriculum leadership: Integrating leadership theory and management strategies. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87(5), 192–196. <https://doi.org/10.1080/00098655.2014.911141>
- Dimmock, C., & Walker, A. (2000). Globalisation and societal culture: Redefining schooling and school leadership in the twenty-first century. *Compare: A Journal of Comparative and International Education*, 30(3), 303–312. <https://doi.org/10.1080/713657474>
- Dimmock, C., & Walker, A. (2005). *Educational leadership: Culture and diversity*. Sage Publications Ltd. <https://doi.org/10.4135/9781446247143>
- Dimopoulos, D., & Iordanidis, G. (2019). To metashimatistiko stil igesias sthn elliniki deuterovathmia ekpaideusi [The transformational leadership style in Greek secondary education]. *International Journal of Educational Innovation*, 1, 18–27. <https://bit.ly/410YoKI>
- Escobar-Ortloff, L. M., & Ortloff, W. G. (2003). A cultural challenge for school administrators. *Intercultural Education*, 14(3), 255–261. <https://doi.org/10.1080/1467598032000117051>
- Fraise, N. J., & Brooks, J. S. (2015). Toward a theory of culturally relevant leadership for school-community culture. *International Journal of Multicultural Education*, 17(1), 6–21. <https://doi.org/10.18251/ijme.v17i1.983>
- Gillham, B. (2000). *Developing a questionnaire* (2nd ed.). Continuum.
- Gkolia, A., Koustelios, A., & Belias, D. (2018). Exploring the association between transformational leadership and teacher's self-efficacy in Greek education system: A multilevel SEM model. *International Journal of Leadership in Education*, 21(2), 176–196. <https://doi.org/10.1080/13603124.2015.1094143>
- Glasman, N. S., & Glasman, L. D. (1997). Connecting the preparation of school leaders to the practice of school leadership. *Peabody Journal of Education*, 72(2), 3–20. [https://doi.org/10.1207/s15327930pje7202\\_1](https://doi.org/10.1207/s15327930pje7202_1)
- Grace, G. (1995). *School leadership: Beyond education management: An essay in policy scholarship*. The Falmer Press.
- Green, T. L. (2015). Leading for urban school reform and community development. *Educational Administration Quarterly*, 51(5), 679–711. <https://doi.org/10.1177/0013161X15577694>
- Gutierrez, B., Spencer, S. M., & Zhu, G. (2012). Thinking globally, leading locally: Chinese, Indian, and Western leadership. *Cross Cultural Management: An International Journal*, 19(1), 67–89. <https://doi.org/10.1108/13527601211195637>
- Hargreaves, A., & Fink, D. (2006). *Sustainable Leadership*. Wiley.
- Hatzipanagiotou, P. (2003). I dioikisi tou sholeiou kai i simmetohi ekpaideutikon sti lipsi apofaseon [The school administration and the participation of teachers in decision-making]. Adelfoi Kiriakidi.
- Hellenic Democracy. (2013, November 5). Proedriko diatagma ip. Arithm. 152: Axiologisi ton ekpaideutikon tis protovathmias kai defterovathmias ekpaideusis. [Presidential Decree No. 152: Evaluation of primary and secondary education teachers]. Government Gazette 240/5-11-2013. <https://urlis.net/rhbg6iw>
- Hellenic Statistical Authority. (2020a). *Deltio tipou. Erevnes protovathmias ekpaidefsis (nipiagogeia kai dimotika) lixis sholikou etous 2018/2019* [Press release. Primary education surveys (kindergartens and elementary schools) at the end of the 2018/2019 school year]. <https://bit.ly/3QWXNor>

- Hellenic Statistical Authority. (2020b). *Deltio tipou. Erevnes defterovathmias ekpaidefsis (gymnasia kai likeia) lixis sholikou etous 2018/2019* [Press release. Secondary education surveys (secondary and high schools) at the end of the 2018/2019 school year]. <https://bit.ly/3Nqzrmn>
- Horsford, S. D. (2010). *New perspectives in educational leadership: exploring social, political, and community contexts and meaning*. Peter Lang.
- Huber, S. G. (2004). School leadership and leadership development: Adjusting leadership theories and development programs to values and the core purpose of school. *Journal of Educational Administration*, 42(6), 669–684. <https://doi.org/10.1108/09578230410563665>
- Kalliontzi, V., & Iordanidis, G. (2019). *I metashimatistiki igesia sti dimosia defterovathmia ekpaideusi stin ellada: Diereunisi ton apopseon ton ekpaideutikon* [Transformational leadership in public secondary education in Greece: exploring teachers' views]. *Research in Education*, 8(1), 112–128. <https://doi.org/10.12681/hjre.20797>
- Katerini, I. (2010). *O diapolitismikos rolos tou dieuthinti-igeti sto syghrono elliniko sholeio. Ereuna se dimosia dimotika sholeia tis polis ton Ioanninon* [The transnational role of the director-leader in the modern Greek school. Research in public primary schools of the city of Ioannina] [Master's thesis, University of Ioannina]. Olympias. <https://urlis.net/nm4w9ur2>
- Kezar, A. (2001). *Understanding and facilitating organizational change in the 21st century: Recent research and conceptualizations*. John Wiley & Sons.
- Kinsella, W., & Senior, J. (2008). Developing inclusive schools: Approach. *International journal of inclusive education*, 12(5-6), 651–665. <https://doi.org/10.1080/13603110802377698>
- Kontakos, A., & Aggelakou, E.-P. (2016). Apo tis theories tou sholeiou sti sholiki anaptixi [From school theories to school development]. In A. Kontakos & F. Kalavasis (Eds.), *Educational design issues, Systemic school development of educational units: Technological and pedagogical interweaving* (pp. 29–65). Diadrasi.
- Kordis, N. (2020, November 25). *I Ellada vrisketai stin 5i thesi me tous pio ilikiomenous ekpaideutikous stin EE* [Greece is in the 5th place with the oldest teachers in the EU]. IPaidia. <https://bit.ly/3N0D7L2>
- Kouloubaritsi, A., Anastasaki, A., Argiroudi, E., Kalogerakos, N., Papastergiopoulou, H., Triantafyllopoulou, P., & Tsirikos, G. (2007). To dioikitiko plaisio stin protovathmia kai defterovathmia ekpaideusi [The administrative framework in primary and secondary education]. *Inspection of Educational Subjects*, 13, 43–54. <https://bit.ly/3uqsQS1>
- Koutouzis, M. (2008). I ekpaideftiki monada os organismos [The educational unit as an organization]. In A. Athanasoula-Reppa, A. Dakopoulou, M. Koutouzis, G. Mavrogiorgos, & D. Chalkiotis (Eds.), *Educational administration and policy* (pp. 27–45). Hellenic Open University.
- Kythreotis, A., Pashiardis, P., & Kyriakides, L. (2010). The influence of school leadership styles and culture on students' achievement in Cyprus primary schools. *Journal of Educational Administration*, 48(2), 218–240. <https://doi.org/10.1108/09578231011027860>
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491. <https://doi.org/10.3102/00028312032003465>
- Lemoni, I., & Kolezakis, A. (2013). To polisintheto ergo tou diefthinti sholikis monadas kai I elleipsi shetikis katartisis tou sti dioikisi ekpaideftikon monadon [The complex work of the director of a school unit and his lack of relevant training in the administration of educational units]. *Educational cycle*, 1(3), 165–184. <https://bit.ly/47je738>
- Lillejord, S., & Tolo, A. (2006). Ledelse i en multikulturell skole. [Management in a multicultural school]. *Norwegian Pedagogical Journal*, 90(2), 120–132. <https://doi.org/10.18261/issn1504-2987-2006-02-04>
- Lumby, J., & Coleman, M. (2007). *Leadership and diversity: Challenging theory and practice in education*. Sage Publications Ltd. <https://doi.org/10.4135/9781446213612>
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Association for Supervision and Curriculum Development (ASCD).
- Nelson, S. W., & Guerra, P. L. (2014). Educator beliefs and cultural knowledge: Implications for school improvement efforts. *Educational Administration Quarterly*, 50(1), 67–95. <https://doi.org/10.1177/0013161X13488595>
- Organisation for Economic Co-operation and Development. (2017). *Education policy in Greece a preliminary assessment*. OECD. <https://bit.ly/49Nt8T8>
- Ryan, J. (2003). Educational administrators' perceptions of racism in diverse school contexts. *Race Ethnicity and Education*, 6(2), 145–164. <https://doi.org/10.1080/13613320308197>



- Saiti, A. (2012). Leadership and quality management: An analysis of three key features of the Greek education system. *Quality Assurance in Education*, 20(2), 110–138. <https://doi.org/10.1108/09684881211219370>
- Saitis, H. A. (1992). *Organosi kai dioikisi tis ekpaideusis-theoria kai praxi* [Organization and administration of education - theory and practice]. Self-Publishing.
- Sarafidou, J., & Chatziioannidis, G. (2013). Teacher participation in decision making and its impact on school and teachers. *International Journal of Educational Management*, 27(2), 170–183. <https://doi.org/10.1108/09513541311297586>
- Savvidis, T. (2012). *Leadership and multicultural education: An analysis of multicultural leadership practice in a Cypriot primary school* [Doctoral dissertation, The Open University]. ORO. <https://doi.org/10.21954/ou.ro.0000ee74>
- Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). Jossey-Bass.
- Schwartz, M. J., & Rist, R. C. (2017). *The international monetary fund and the learning organization: The role of independent evaluation*. International Monetary Fund.
- Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly*, 40(1), 109–132. <https://doi.org/10.1177/0013161x03258963>
- Sleeter, C. E., & Grant, C. A. (2003). *Making choices for multicultural education: Five approaches to race, class and gender* (2nd ed.). Wiley.
- Stamovlasis, D., & Vaiopoulou, G. (2021). *Methodologia ereunas stis koinonikes epistimes, epistimologia, shediasmos, sillogi kai analysi posotikon kai poiotikon dedomenon* [Research methodology in the social sciences, epistemology, design, collection and analysis of quantitative and qualitative data]. Zigos.
- Telford, H. (1996). *Transforming schools through collaborative leadership*. The Falmer Press.
- Tomasidou, P., Iordanidis, G., & Konstantinidou, E. (2008). O rolos tou diefthinti os igeti sto diapolitismiko sholeio: Meleti periptosis tou 18ou dimotikou sholeiou Agiou Antoniou Lemesou [The role of the principal as a leader in the intercultural school: Case study of the 18th Primary School of Agios Antonios Limassol]. In A. Trilianos & I. Karaminas (Eds.), *Elliniki paidagogiki & ekpaideutiki ereuna* [Hellenic pedagogical and educational research] (pp. 355–363). Pedagogical Society of Greece.
- Vassallo, B. (2016). School leaders' perceptions on intercultural education. *The Online Journal of New Horizons in Education*, 6(4), 171–177. <https://bit.ly/46reQ7V>
- Webb, L., Darling, J., & Alvey, N. (2014). *Multicultural leadership development in the 21st century*. EnCompass. <https://bit.ly/46sbxgP>
- Zembylas, M., & Iasonos, S. (2016). The entanglement of leadership styles and social justice leadership: A case study from Cyprus. *Leadership and Policy in Schools*, 15(3), 297–322. <https://doi.org/10.1080/15700763.2015.1044540>