

Teachers' Perceptions of their Principals' Leadership Styles in Public Secondary Education in Greece

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Abstract: The leadership behaviours that can lead to the development and maintenance of a successful school unit determine the leadership style. The purpose of this research was to examine the perceptions of public secondary school teachers of the Prefecture of Thessaloniki in Greece concerning their principals' leadership style, the results of leadership, whether they are influenced by demographic and work characteristics, the correlation of leadership style with leadership outcomes and if a leadership style constitutes a predictor of leadership outcomes. The findings of the research are reported regarding the style perceived by the public secondary education teachers of the Prefecture of Thessaloniki in Greece and the results of the leadership of the principal of the school unit where they work, as well as whether they are influenced by demographic and occupational characteristics.

Keywords: transformational/transactional leadership, principals, teachers, secondary education.

INTRODUCTION

Leadership characteristics are defined as the influence, the values, according to which leaders orient their actions, the vision projected by the leader (Bush, 2008), the ability of the leader to set goals and direct the motives and actions of his partners, the response to change, the responsibility of choice (Cuban, 1988; Youkl, 2013), the interactional relationships between the leader and his/her followers (Northouse, 2019).

Basic forms of leadership are both transactional and transformational leadership. The introduction of the theory of transactional and transformational leadership is attributed to James MacGregor Burns, (1978), according to which transactional leadership exists when the leader exchanges something of value with his followers, while transformational leadership is focused on values and leader's beliefs. Bass, (1985) based he himself on Burns' theory, develops the model of transformational and transactional leadership. Transactional leadership is manifested when the leader clarifies the results that the followers must achieve at work, strengthens their confidence and defines their reward. Transformational leadership is associated with the satisfaction of higher level needs, such as the one for self-actualization. The same leader can apply (Bass, 2000) practices of both transformational and transactional leadership but frequency differs. Transformational leadership is a basic model in the field of educational leadership (Hallinger, 2003; Leithwood, 1994).

The evolution of the theory of transformational and transactional leadership led to the creation of the Full-Range Leadership Theory (FRLT) by Avolio and Bass, (1991). The leader (Bass & Riggio, 2006) displays the subscales of the

leadership factors in some frequency, shaping his/her leadership style.

A lot of researches demonstrate the importance of the leadership style (transformational, transactional, passive – avoidant), for leadership outcomes, greater effort, effectiveness and satisfaction with leadership in education, both internationally (Bogler, 2001; Eagly, Johannesen - Schmidt & Van Engen, 2003; Griffith, 2003; Hauserman, Ivankova & Stick, 2013; Ibrahim & Al-Taneiji, 2013; Ingram, 1997; Leithwood & Jantzi, 1999; Leithwood & Jantzi, 2000; Money, 2017; Nguni, Slegers & Denessen, 2006; Stone, 1992; Van Jaarsveld, Mentz & Ellis, 2019) and in Greece (Vassiliadou & Dieronitou, 2014; Dimopoulos & Iordanidis, 2019; Dougali, 2017; Kalliontzi & Iordanidis, 2019).

Consequently, the purpose of this research was to examine the perceptions of public secondary school teachers of the Prefecture of Thessaloniki in Greece concerning their principals' leadership style, the results of leadership, whether they are influenced by demographic and work characteristics, the correlation of leadership style with leadership outcomes and if a leadership style constitutes a predictor of leadership outcome. This article will present the results of the research regarding teachers' perceptions concerning their principals' leadership style, leadership outcomes and whether they are influenced by demographic and job characteristics. The necessity of the research is supported by the importance of the leadership style for the results of the leadership, as such research has not been conducted in the Prefecture of Thessaloniki yet, and its findings

could be used by those responsible for the formation of educational policy.

Educational Leadership

There is an abundance of definitions about leadership. Researchers define it according to their perspective and the aspects they are interested in. Youkl, (2013) argues that “the definition of leadership is arbitrary and subjective”. He defines leadership as “the process of influencing others to understand and agree on what needs to be done, how to do it and the process of facilitating individual and collective efforts to achieve common goals”. According to Northouse, (2019), “leadership is a process through which an individual influences a group of other individuals to achieve a common goal”. Pasiardis, (2004) defines leadership as “the nexus of those behaviours you use with others when you try to influence their own behaviour”.

Bush, (2008) states that according to most definitions, leadership is defined by three main characteristics: the exertion of influence that leads to the appropriate actions for the implementation of specific goals, the values on which the leader's actions should be grounded on and the vision that the leader shapes.

Basic characteristics of leadership are a positive attitude towards change, the leader's ability to formulate goals, influence the motives and actions of his/her associates for their successful completion, taking responsibility when chosen (Cuban, 1988), as well as the interaction between leader and followers, the existence of leadership within a group context with a common purpose (Northouse, 2019), the transformation of the organisation with the planning and the communication of a vision (Kalogiannis, 2014), orienting leadership to values and goals, setting standards (Bush, 2007). Instructional leadership is associated with influencing others to achieve specific goals and leading to corresponding actions (Connolly, James & Fertig, 2017). Blackmore, (2006) argues that educational leadership is linked to the principles of inclusive education, recognising the learning aspirations of all students, social justice and the reduction of inequality and discrimination.

The leadership behaviours that can lead to the development and maintenance of a successful school determine the leadership style (Bush, 2007). Leadership styles, according to Bush and Glover, (2014) provide a specific perspective on

school leadership, “are artificial distinctions” or “ideal types” and the principal in a school usually uses elements of different leadership styles in his/her daily work - practice. Basic leadership styles used by principals in schools to ensure its proper function and effectiveness are both transactional leadership and transformational leadership.

Transformational and Transactional Leadership at School

Transformational leadership is a key model in the field of educational leadership for building schools that meet the demands of the 21st century and require strategies that lead to strengthening the quality of education, because it affects the motivation and commitment of teachers for greater effort, as a condition for implementing significant changes. It focuses on how leadership is implemented inside the school environment to bring about improved educational outcomes, on developing its capacity to choose aims and objectives, implement innovation and support changes in teaching and learning practices. The leader strives to exert influence in a bottom-up direction to achieve change and school improvement through behaviours such as personalised support and intellectual stimulation, expressing an understanding of teachers' needs, by developing a shared vision and commitment to it with strategies that help teachers understand the purpose of the changes and ensure their commitment to pursue new practices, put more effort into completing the intended goals and implement significant changes in the school (Hallinger, 2003).

Leithwood, (1994) argues that transformational leadership can lead to substantial changes, such as school restructuring, which are considered on his part “second-order changes”, as it is oriented towards shaping the school with a common vision, efficient work culture and power sharing. According to Miller & Miller, (2001) transformational leadership exists “when one or more teachers interact in such a way that principals and teachers lead each other to higher levels of engagement and commitment, motivation and ethics”. Through the process of transformation the motivations of the leader and his/her followers are unified.

Leithwood, (1994) based on the results of his research, argues that school leadership, due to its special nature as an organisation, cannot be based on transactional leadership, because a lot of

teachers' motives are internal and the leader's potential to influence external sources of motivation is limited. In addition, the choice of transformational leadership in the school does not presuppose the application of a rigid set of leadership behaviours, which in each school are shaped by the current circumstances. At the same time, while most of the perceived leadership practices refer to activities that help the school run smoothly on a day-to-day basis, the results of transformational leadership depend on how leaders give meaning and purpose to these practices. In the same direction, Robinson, Lloyd and Rowe, (2008) support the necessity of combining the interest for teachers with the requirements for the completion of tasks, because effective leadership, when setting goals, determines the content of the goal, seeks the teachers' understanding of it and commitment to its achievement.

Leithwood and Jantzi, (2005) with thirty-two empirical studies on transformational leadership in school environments between 1996 and 2005, point out that transformational leadership is not perceived as heroic leadership exerted from the top down and the school environment determines how effective transformational leadership behaviours are implemented. At the same time, Leithwood, Harris and Hopkins, (2008) postulate that "almost all successful leaders rely on the same repertoire of basic leadership practices", with which they influence teachers' beliefs, values, motives and knowledge, the conditions in which they work and lead to the improvement of their performance and, furthermore, to higher student learning outcomes.

Transformational leadership, according to Connolly, *et al.*, (2017) affects teachers' internal motivation, such as responsibility, the feeling that they are doing their job right, professional satisfaction, while transactional leadership influences external motivation specific reward for completing a task and avoiding any threat undermining it. The relationship of transformational leadership with intrinsic motivation makes it an appropriate model of educational leadership because teaching is a function, which can be an intrinsic motivation that transformational leadership will enhance. In contrast, as Miller and Miller, (2001) state, "transactional leadership is the leadership in which relationships with teachers are based on an exchange of a valuable resource". For the teacher, his/her interaction with the leader is usually short-lived and limited to the transaction of the exchanged good. This point of view is also

reinforced by Bush, (2007) who points out that within the school community, principals, in order to achieve the cooperation of the teachers, use the transaction with mutual benefits. However, teachers' commitment lasts as long as the immediate benefits derive from this transaction.

Fullan, (2000) argues that the school leader who aims at change must shape the appropriate culture with changes that favour teacher and student learning and its diffusion. This can be achieved through professional learning communities that help to extend learning and develop teachers by producing and sharing knowledge. The importance of the leader's active participation in the learning and professional development of teachers is also pointed out by Robinson, *et al.*, (2008), helping him/her to understand the conditions required to achieve high learning outcomes.

The responsibilities of the principal of a school unit extend to many dimensions. He/She is responsible for carrying out a set of activities, both referring to operational issues of everyday life and more broadly to the orderly operation of the school. James and Vince, (2001) shape the way school principals experience their role with the image of feeling that they "carry on their backs invisible backpacks in which various people around them place stones". The demands and expectations raised by the role, along with a sense of personal responsibility, cause uncertainty, stress and risk of limiting creativity, a prerequisite for discouraging them from becoming agents of change. The strain because of the demands of modern leadership resulting from the complexity of the role, the stress and conflicts experienced by school principals are also highlighted by Athanassoula - Reppa and Lazaridou, (2008).

The Full-Range Leadership Theory

The evolution of the theory of transformational and transactional leadership led to the formation of the Full-Range Leadership Theory (FRLT) by Avolio and Bass, (1991). In its evolution, FRLT, according to the results of research and studies by Bass and his colleagues, represents nine factors, five factors of transformational leadership, three factors of transactional and one factor of non-transactional laissez-faire leadership (Antonakis, Avolio & Sivasubramaniam, 2003).

According to the Full Range Leadership Theory, the leader displays the factors of leadership with some frequency and in this way his/her leadership style is formed as well. A high-performance leader

rarely displays the non-transactional laissez-faire leadership, more frequently the transactional style factors and more often the transformational leadership factors (Bass & Riggio, 2016).

The Full Range Leadership Theory, as cited by Kirkbride, (2006) is a valid leadership model used in a great deal of researches. It includes a range of leadership behaviours displayed by leaders and points out that for successful leadership it is necessary to move leadership behaviours from more transactional to more transformational.

RESEARCH METHODOLOGY

Goal and Research Questions

The purpose of the research was to investigate the perceptions of public secondary school teachers of the Prefecture of Thessaloniki in Greece concerning their principals' leadership style, transformational, transactional, passive - avoidant and the results of leadership, whether they are influenced by demographic and work characteristics, the association of leadership style with leadership outcomes, teachers' greatest effort, effectiveness of leadership behaviour, teachers' satisfaction with leadership, and whether any leadership style is a predictor of leadership outcome.

Therefore, the research questions that arise are:

A. What is the leadership style perceived by the teachers (transformational, transactional, passive – avoidant) by the principal of the school unit?

B. Is there a relationship between teachers' perceived leadership style and demographic - job characteristics, such as gender, age, years of service, teachers' additional studies, the Secondary Education Directorate to which the school belongs, and school type in which they work, the gender of the principal under evaluation, the number of students in the school unit, the years of cooperation of the teachers with the principal under evaluation?

Sample

The population of the research was the secondary education teachers of the Prefecture of Thessaloniki. The sampling method followed was that of the convenience sampling. The problem with convenience sampling is that the results produced are not generalisable (Cohen, Manion & Morrison, 2008; Zafiroopoulos, 2015).

The questionnaires were sent electronically through the google forms application to teachers who could be approached by the researcher and to

principals who forwarded them to teachers of their school unit, due to the Covid-19 pandemic and the impossibility of physical access - presence to school units. Initially, the questionnaire was distributed to three teachers, to determine if there were any ambiguities in the statements - questions. The survey was conducted in May 2021.

145 teachers of the Prefecture of Thessaloniki participated in the survey, out of whom 101 (69.66%) were women and 44 (30.34%) were men. The age range of the research participants is 28-64 years with a mean of 52.20 years and a standard deviation of 7.47 years. Regarding additional studies, 85 teachers have extra studies apart from their initial BA title, that is a percentage of 58.62%, of whom, almost 75% have a master's degree, 13 (15.29%) have a doctoral degree and 9 (10.59%) hold a second BA title. The mean years of service are 20.76 with a standard deviation of 8.00 and the range is 1-37 years. Furthermore, 94 out of the 145 teachers, that is almost 65%, work in a school of the Directorate of Secondary Education of Eastern Thessaloniki and the rest in schools of Western Thessaloniki. About 50% work in a Junior High School, 42% in a General Senior High School, about 7% in a Vocational Senior High School, while three teachers work in another type of school (Musical, Experimental or Model School). About six out of ten of the principals questioned are men. The teachers stated that they have 1-15 years of cooperation with the principal and the mean of years of cooperation is 4.20 with a standard deviation of 2.93. Regarding the size of the school unit where the teachers work, 15.17% of them work in a small school with up to 120 students, about half of them in a medium-sized school with 121 to 270 students, while 47 (32.41%) teachers offer their services in a large school with more than 270 students.

Research Tool

The research tool used to collect the research data consists of two parts. The first part that measures the perceived leadership style of secondary school principals as expressed by teachers consists of the Multifactor Leadership Questionnaire (MLQ) (Form 5X) by Avolio and Bass, (2004) while the second part includes questions about demographic and work characteristics of the sample, gender, age, additional studies, years of service, Directorate of Secondary Education to which the school belongs, type of school, gender of the principal, number of students in the school unit, years of cooperation with the principal.

The Multifactor Leadership Questionnaire (MLQ – 5X) was used as translated in Greek by Kalliontzi, (2020) after license approval.

The Multifactor Leadership Questionnaire assesses Avolio and Bass, (1991) model of the Full Range Leadership Theory, measures transformational, transactional, passive - avoidant styles and outcomes of leadership. It consists of two forms, the Leader Form which addresses the leader, assesses the frequency of the forms of behaviour that shape his/her leadership style, and the Rater Form which asks the leader's associates to rate the perceived frequency of the forms of leadership behaviour. It uses a five-point Likert rating scale, ranging from 0=not at all to 4=almost always (Bass & Riggio, 2006).

In this research work, the Rater Form is used. The MLQ – 5X consists of a total of four factors and twelve subscales comprising forty-five statements. Thirty-six statements measure the nine dimensions of the three leadership styles (transformational, transactional, passive - avoidant).

The questionnaire measures the five dimensions of transformational leadership, *idealised influence - attributed*, statements 10, 18, 21, 25, which refers to the leader's socialised charisma, if followers perceive him/her as a powerful person, self-confident, focusing on higher-order ideals and moral values; *idealized influence - behaviour*, statements 6, 14, 23, 34, is associated with leader's actions aimed at values, beliefs, sense of mission; *inspirational motivation*, statements 9, 13, 26, 36, refers to the ways through which leaders motivate followers, by projecting ambitious goals, the optimistic outlook of the future, an idealised vision and conveying the feasibility of its achievement; *intellectual stimulation*, statements 2, 8, 30, 32, is associated with actions of leaders that appeal to the logical, analytical thinking of their followers, providing them with challenges for creative thinking and finding solutions to difficult problems; *individualized consideration*, statements 15, 19, 29, 31, refers to the leader's behaviour that enhances followers' satisfaction with advice, support, attention to individual needs and ensures the possibility for personal growth and self-actualisation.

Furthermore, the questionnaire measures two dimensions of transactional leadership, *contingent reward*, statements 1, 11, 16, 35, refers to leader behaviours that clarify job requirements and provide followers with material, psychological

rewards depending on the fulfilment of their obligations; *management by exception – active*, statements 4, 22, 24, 27, refers to the leader's active vigilance to ensure that standards are met. In addition, two dimensions of passive - avoidant leadership, *management by exception - passive*, statements 3, 12, 17, 20, in which leaders intervene only when standards are not met or mistakes are made; *laissez - faire leadership*, statements 5, 7, 28, 33, refers to the absence of any kind of transaction on the part of the leader, avoids decision-making, renounces responsibilities and does not use his/her authority. Nine statements measure leadership outcomes, that is *extra effort*, statements 39, 42, 44, *effectiveness*, statements 37, 40, 43, 45, and *satisfaction with leadership*, statements 38, 41.

The Multifactor Leadership Questionnaire (MLQ – 5X) is a widely accepted tool for measuring the frequency of leadership behaviours, according to the model of the Full Range Leadership Theory of Avolio and Bass, (1991) and has been used in many studies (Bass & Riggio, 2006; Rowold, 2009). The validity of the MLQ is confirmed by a great deal of researchers (Antonakis, 2001; Antonakis, et al., 2003; Avolio, Bass & Jung, 1999; Lowe, Kroeck & Sivasubramaniam, 1996; Rowold, 2009).

RESEARCH DATA ANALYSIS

For the descriptive statistical analysis of the questionnaire statements, the type and the measurement scale of each variable was taken into account (Norris, Qureshi, Howitt & Cramer, 2014). In the questionnaire there are variables on a five-point Likert scale, the qualitative nominal variables, gender, Directorate of Secondary Education of the school, the gender of the principal and the qualitative graded variables, studies, type of school, number of students in the school unit, which are expressed with absolute frequencies and the relative frequencies % (percentages). The quantitative continuous variables are expressed using means and standard deviations.

The internal consistency of the questionnaire and the calculated factors were measured using the Cronbach's alpha index (Field, 2016).

The data analysis techniques used for the inductive statistical analysis of the questionnaire were the t-tests for independent samples to investigate whether there are differences in the values of the quantitative variables related to the qualitative variables that have two categories and the test of

analysis of variance with one factor (ANOVA) to investigate whether there are differences in the values of the quantitative variables related to the qualitative variables with more than two categories (Dafermos, 2011; Zafiroopoulos, 2015).

At the same time, correlation analysis was done to investigate the correlation and its degree between two quantitative variables and multiple linear regression to investigate which factors influence the leadership results scale and its three subscales (Zafiroopoulos, 2015; Norris, *et al.*, 2014).

The statistical package SPSS (v23) was used for statistical analysis of the data and the significance level was $p < 0.05$.

STATISTICAL ANALYSIS FINDINGS

Internal Consistency Control

For the entire questionnaire, Cronbach alpha is equal to 0.903, indicating that the questionnaire has very high reliability. Table 1 below lists the Cronbach's alpha indices of the entire scale and its factors.

Table 1: Cronbach's alpha index for the MLQ – 5X scale and factors

Reliability	Cronbach's Alpha	Number of Statements
Transformational leadership	0,938	20
Transactional leadership	0,617	8
Passive – avoidant leadership	0,893	8
Leadership outcomes	0,925	9
Entire scale	0,903	45

Descriptive Statistical Analysis of the Questionnaire

Table 2 below presents the Means and Standard Deviations of the leadership factors, leadership outcomes and their dimensions. It is observed that the average of *transformational leadership* is equal to 2.63, the average of its dimensions range from 2.56 to 2.75, the largest average is the one of *idealised influence - characteristics*, followed by *individualised interest* and *idealised influence - behaviour* and the next one is *inspirational motivation* and *intellectual stimulation*. The

average of *transactional leadership* is 2.45, the largest average is the one of the dimension *extraordinary reward* followed by *leadership by exception - active*. The average of *passive - avoidant leadership* is 1.06, the largest average is the one of *leadership by exception - passive* and *leadership laissez - faire* follows. The average of the *results of leadership* factor is 2.72, the largest average is the one of the dimension *effectiveness*, followed by *satisfaction with leadership* and *greater effort*.

Table 2: Means and Standard Deviations of Leadership Factors, Leadership Outcomes and Their Dimensions

	Means	Standard Deviation
Transformational Leadership	2,63	0,68
Idealized influence - characteristics	2,75	0,84
Idealized influence - behaviour	2,62	0,58
Inspirational motivation	2,59	0,80
Intellectual stimulation	2,56	0,80
Individualized interest	2,64	0,88
Transformational leadership	2,45	0,51
Extraordinary reward	2,72	0,75
Management by exception – active	2,19	0,64
Passive - for avoidance leadership	1,06	0,78
Management by exception – passive	1,29	0,78
Laissez – faire leadership	0,84	0,89
Leadership Outcomes	2,72	0,86
Extra effort	2,40	0,96
Effectiveness	2,89	0,85
Satisfaction	2,82	0,95

Inductive Statistical Analysis

Leadership Style and Findings Related to Demographic and Work Characteristics

In order to check whether the leadership style depends on the gender of the teachers who participated in this research, the t-independent samples test was applied. Forty-four men and one hundred and one women participated in the sample. Statistical analysis revealed no statistically significant difference in any of the leadership styles or leadership outcomes related to gender, because $p > 0.05$. Therefore, leadership style and leadership outcomes do not differ regarding the teacher's gender.

To examine whether leadership style and outcomes depended on teachers' additional studies, one-factor analysis of variance (ANOVA) was applied. Eighty-five teachers with additional studies - titles, that is nine teachers with a second degree, sixty-three with a master's degree and thirteen with a doctoral degree participated in the sample. Statistical analysis revealed no statistically significant difference in any of the leadership styles or leadership outcomes related to additional studies, indicating that teachers' titles apart from their basic BA title do not influence their perceived leadership styles and outcomes.

In order to determine whether the leadership style and results depend on the East or West Thessaloniki Directorate of Secondary Education to which the school where the teachers work belongs, the t-independent samples test was applied. Ninety-four teachers who work in schools of Eastern Thessaloniki and fifty-one teachers from schools of Western Thessaloniki are part of the sample. The Means, the Standard Deviation

and the results of the t-tests are presented in Table 3 below. From the statistical analysis it was revealed that:

The means of teachers concerning *transformational leadership* [(t 143)= 3.549, $p = 0.001 < 0.05$)] and the dimensions of *idealized influence – characteristics* [(t 143) = 3.433, $p = 0.001 < 0.05$)], *inspirational motivation* [(t 143) = 3.593, $p = 0.000 < 0.05$)], *intellectual stimulation* [(t 143) = 2.849, $p = 0.005 < 0.05$)] and *personalized interest* [(t 143) = 4.192, $p = 0.000 < 0.05$)] who work in schools of the Eastern Thessaloniki is statistically significantly higher.

The means of teachers concerning *transactional leadership* [(t 143) = 2.353, $p = 0.020 < 0.05$] and the dimension *extraordinary reward* [(t 143) = 3.672, $p = 0.000 < 0.05$)] serving in schools of Eastern Thessaloniki is statistically significantly higher.

The means of teachers concerning *passive - avoidant leadership* [(t 143) = 2.196, $p = 0.030 < 0.05$)] and the dimension *laissez faire leadership* [(t 143) = 2.475, $p = 0.014 < 0.05$)] who serve in schools of the Western Thessaloniki is statistically significantly higher.

The means of teachers concerning *leadership results* [(t 143) = 3.550, $p = 0.001 < 0.05$] and the dimensions *greater effort* [(t 143) = 3.931, $p = 0.000 < 0.01$)], *effectiveness* [(t 143) = 2.817, $p = 0.006 < 0.05$)] and *satisfaction with leadership* [(t 143) = 3.424, $p = 0.001 < 0.05$)] serving in schools of Eastern Thessaloniki is statistically significantly higher.

Table 3: Means, Standard Deviations of leadership styles, leadership outcomes for the Secondary Education Directorate where teachers work school and t-test results

Leadership styles	Directorate of Secondary Education of Thessaloniki	Means	Standard Deviation	t(143)	p value
Transformational leadership	Eastern	2.78	0.66	3.549	0.001
	Western	2.37	0.65		
Idealised influence - characteristics	Eastern	2.92	0.78	3.433	0.001
	Western	2.44	0.88		
Idealised influence - behaviour	Eastern	2.64	0.60	0.691	0.490
	Western	2.57	0.56		
Inspirational motivation	Eastern	2.76	0.76	3.593	0.000
	Western	2.28	0.78		
Intellectual stimulation	Eastern	2.70	0.78	2.849	0.005
	Western	2.31	0.78		
Personalised interest	Eastern	2.86	0.81	4.192	0.000
	Western	2.25	0.88		
Transactional	Eastern	2.53	0.50	2.353	0.020

leadership	Western	2.32	0.49		
Extraordinary reward	Eastern	2.88	0.74	3.672	0.000
	Western	2.42	0.67		
Exceptional leadership - active	Eastern	2.17	0.60	0.452	0.652
	Western	2.22	0.71		
Passive - avoidant leadership	Eastern	0.96	0.74	2.196	0.030
	Western	1.25	0.81		
Exceptional leadership - passive	Eastern	1.22	0.76	1.572	0.118
	Western	1.43	0.79		
Laissez – faire Leadership	Eastern	0.71	0.81	2.475	0.014
	Western	1.08	0.98		
Leadership outcomes	Eastern	2.89	0.79	3.550	0.001
	Western	2.39	0.88		
Greater effort	Eastern	2.62	0.88	3.931	0.000
	Western	2.00	0.97		
Effectiveness	Eastern	3.04	0.80	2.817	0.006
	Western	2.63	0.87		
Satisfaction form leadership	Eastern	3.02	0.84	3.424	0.001
	Western	2.47	1.05		

To examine whether the leadership style and outcomes depend on the type of school where teachers work, seventy-one in a Junior High School, sixty-one in a Senior High School, ten in a Vocational High School, and three in another type of school, such as Musical, Experimental and Model, one-factor analysis of variance was applied. Statistical analysis revealed no statistically significant difference in any of the leadership styles and outcomes related to school type.

In order to investigate whether the leadership style and results are influenced by the gender of the principals under evaluation, the t-independent samples test was applied. Research participants evaluated eighty-six male principals and fifty-nine female ones. Table 4 below shows that female means are higher in *transformational leadership* in

the dimensions of *improved influence – behaviour, inspirational motivation, intellectual stimulation*, in *transactional leadership* and in its dimension *exceptional leadership - active*, as well as in *greater effort* in the dimension of *leadership outcomes*. In the dimensions of *transformational leadership* that is *idealised influence - characteristics, personalised interest*, in *transactional leadership* that is *extraordinary reward*, in *passive - avoidant leadership* and in both dimensions of *exceptional leadership - passive, laissez-faire leadership*, as well as in the *results of leadership* and their dimensions *effectiveness* and *satisfaction with leadership*, male means are higher. From the statistical analysis conducted, no statistically significant difference was revealed in any of the leadership styles and results related to the gender of the principals.

Table 4: Means, standard deviations of leadership styles and outcomes concerning gender of the principals and t-test results

Leadership styles	Gender	Means	Standard Deviation	t(143)	p value
Transformational leadership	Male	2.62	0.70	0.297	0.767
	Female	2.65	0.67		
Idealised influence - characteristics	Male	2.78	0.87	0.469	0.640
	Female	2.71	0.81		
Idealised influence - behaviour	Male	2.61	0.56	0.284	0.777
	Female	2.64	0.61		
Inspirational motivation	Male	2.51	0.87	1.429	0.155
	Female	2.70	0.67		
Intellectual stimulation	Male	2.54	0.77	0.420	0.675
	Female	2.60	0.84		
Personalised interest	Male	2.66	0.86	0.247	0.805
	Female	2.62	0.91		

Transactional leadership	Male	2.42	0.53	1.042	0.299
	Female	2.51	0.47		
Extraordinary reward	Male	2.73	0.74	0.263	0.793
	Female	2.70	0.76		
Exceptional leadership - active	Male	2.10	0.64	1.980	0.050
	Female	2.31	0.63		
Passive - avoidant leadership	Male	1.10	0.81	0.746	0.457
	Female	1.01	0.74		
Exceptional leadership - passive	Male	1.34	0.81	0.945	0.346
	Female	1.22	0.73		
Laissez – faire Leadership	Male	0.87	0.92	0.482	0.631
	Female	0.80	0.85		
Leadership outcomes	Male	2.74	0.88	0.372	0.710
	Female	2.68	0.83		
Greater effort	Male	2.40	0.98	0.023	0.982
	Female	2.41	0.93		
Effectiveness	Male	2.92	0.87	0.507	0.613
	Female	2.85	0.82		
Satisfaction form leadership	Male	2.87	0.98	0.644	0.521
	Female	2.76	0.91		

To examine whether leadership style and outcomes depend on the size of the school unit where teachers work, 1 to 120 students ($n = 22$), 121 to 270 students ($n = 76$), and 271 students and above ($n = 47$), one-factor analysis of variance was applied. From the statistical analysis conducted no statistically significant difference emerged in any of the leadership styles and outcomes related to the size of the school unit where the teachers work.

As far as the correlation of leadership styles is concerned, leadership outcomes and the variables age, years of service and years of collaboration with the principal, Pearson's correlation coefficients were calculated and it was revealed that there is no correlation between leadership styles, the outcomes of leadership and all three of the aforementioned variables.

DISCUSSION-CONCLUSION

In this article, the findings of the research are reported regarding the style perceived by the public secondary education teachers of the Prefecture of Thessaloniki in Greece and the results of the leadership of the principal of the school unit where they work and whether they are influenced by demographic and occupational characteristics.

As far as the first research question about what is the style perceived by the teachers and the results of the leadership of the principal of the school unit is concerned, it was found that the teachers perceive the transformational style of leadership with an average of 2.63 which, according to the

Likert scale used from 0 to 4, corresponds more than the average value of the answers *sometimes* and *many times*. It is closely followed by the transactional leadership style with an average of 2.45 corresponding approximately to the average value of the answers *sometimes* and *many times*. After that, passive - avoidant leadership style with an average of 1.06 follows corresponding to the 'rare' responses.

One interesting research outcome is the fact that, as far as the dimensions of leadership styles are concerned, the dimension *idealized influence - characteristics* is marginally superior with an average of 2.75 of the transformational style related to the dimension *extraordinary reward* with an average of 2.72 of the transactional one. These findings highlight that the teachers perceive that the principals demonstrate both transformational and transactional leadership behaviours at the same time. More specifically, they consider that their principals demonstrate a sense of power and self-confidence, perform their role in a way that achieve respect and make them feel proud of their collaboration, prioritise the collective over personal interest, while at the same time they express satisfaction when teachers meet their expectations clearly, assigns responsibility for the achievement of specific goals and defines the type of reward, provides assistance in return for their efforts.

On the contrary, teachers perceive at a low degree *laissez-faire leadership*, with an average of 0.84

corresponding to answers that are close to *rarely*, that is they perceive that their principal avoids getting involved in the school's serious problems and decision-making, that he/she is absent when they need him/her and procrastinates to find a solution to urgent matters. The scale *outcomes of leadership* shows an average of 2.72 reaching approximately the answer *many times*. Worthy of mention is the finding that the *effectiveness* dimension shows the largest average compared to the dimensions of leadership styles and the other two dimensions of the same scale, leading to the conclusion that teachers understand that the transformational and transactional behaviours of their principals are highly effective. This conclusion is also strengthened by the view of Bass, (1999) that transactional leadership is effective, transformational leadership greatly enhances this effectiveness and the empirical study of Waldman, *et al.*, (1990).

The above findings are also strengthened by the results of other researches in the Greek education system. In addition, the present research was conducted during the Covid-19 pandemic, where most of the educational process took place through distance learning, and the predominance of the transformational leadership style is consistent with Bass's, (1985) point of view that transformational leadership usually emerges in times of hardship and change and Bass, *et al.*, (2003) who argue that both transactional and transformational leadership are needed for successful outcomes. These research outcomes are in agreement with Bush and Glover, (2014) who argue that leadership styles are schematic distinctions and most leaders who successfully perform their role use elements of different leadership styles in their daily practice. At the same time, the outcome of the research that principals do not use transformational leadership practices with greater frequency may arise due to the fact that in Greece mandatory training of principals is not instituted either before or immediately after taking up duties or even during the performance of their duties, aiming at professional development.

As for the second research question, concerning whether there is a relationship between the leadership style perceived by the teachers and applied by the principal of the school unit and demographic and work characteristics, the statistical analysis showed that the perceived leadership style and results are not affected by the gender of the teachers, their additional studies (second degree, master's degree, doctorate), the

type of school where the leadership is exerted (Junior High School, General Senior High School, Vocational High School), the gender of the principal, the age and the years of service of the teachers and the years of collaboration with the principal, because no statistically significant difference emerged. At the same time, the research revealed that the style and results of leadership are not affected by the size of the school unit, whether the school is small (with up to 120 students) and does not justify the position of vice-principal, whether the school is of medium size (with up to 270 students) with one vice-principal or whether it is a school unit of more than 270 students, requiring two vice-principal positions, even though the principals of small school units have more workload without the help of a vice-principal but with extended teaching hours.

The finding that leadership style and outcomes are not affected by school size is also supported by Dougali's, (2017) research. A possible interpretation of this research result that there is no relationship between the leadership style, the results of leadership and the age, the years of service of the teachers, as well as the time of cooperation with the principal under evaluation, is that the teachers they have established perceptions of how they perceive leadership style without being influenced by the age, the length of service and the years working with the principal.

As to whether teacher-perceived leadership style and outcomes are influenced by the gender of the principal, the findings show that teachers believe that female principals adopt more frequently the *transformational leadership* and the dimensions of *ideal influence - behaviour, inspirational motivation, intellectual stimulation*, as well as *transactional leadership* and its dimension *exceptional leadership - active* and motivate teachers to *try harder*, while male principals adopt with greater frequency *transformational leadership* and its dimensions *idealised influence - characteristics, personalised interest*, from *transactional leadership* the dimension *extraordinary reward, passive - avoidant leadership* and its two dimensions and have higher *leadership outcomes, effectiveness* and the cooperating teachers feel greater *leadership satisfaction*.

However, the statistical analysis did not reveal a statistically significant difference for any of the leadership styles and outcomes related to the gender of the principals being questioned.

Nevertheless, these results are in agreement with Bass, (1999) who states that several studies have shown that women adopt more transformational behaviours than men. Eagly, *et al.*, (2003) found that female leaders more often follow the transformational leadership style than male ones, while male leaders more often exhibit behaviours associated with the passive - avoidant leadership style. Ibrahim and Al-Taneiji's, (2013) research in Dubai schools also found the predominance of women in terms of the transformational leadership style. This finding possibly bases its interpretation on the social role of women, on the perception that they have to prove their ability in the position of responsibility they have assumed and for this reason they more frequently adapt transformational leadership practices.

An interesting result of the research is that the perceived leadership style of the principals depends on whether the school belongs to the Directorate of Secondary Education of Eastern or Western Thessaloniki.

The teachers who work in schools of Eastern Thessaloniki recognise in their principals more often the *transformational leadership* and the dimensions of *ideal influence - characteristics*, they claim that their principals contribute, so that they feel proud of the collaboration, they qualify collective benefit, earn respect in the way he/she exerts leadership, demonstrate determination and self-confidence, *personalised interest*, that is they take time to guide teachers, treat them as unique individuals with different needs, abilities, ambitions and help them to develop their potential, *inspiring motivation*, they feel that the principal project an interesting vision and express optimism about the future, speak enthusiastically about the goals pursued and communicate the conviction for their successful outcome, *intellectual stimulation*, the principals help them to become innovative and creative.

At the same time, they more frequently perceive *transactional leadership* and the dimension *extraordinary reward* as leadership behaviour, that is the principal provides help as a reward for their efforts, determines the person responsible for achieving specific goals, the type of reward after effective completion and demonstrates satisfaction when teachers meet his/her expectations.

In addition, the teachers of Eastern Thessaloniki express more frequently the *results of leadership* and their three dimensions: *effectiveness*,

satisfaction with leadership, greater effort. On the contrary, the teachers who work in schools of Western Thessaloniki most often notice the principal leadership practices of *passive - avoidant leadership* and the dimension of *laissez-faire leadership*, that is an avoiding involvement in serious decision-making problems and abstaining when their contribution is necessary and also postponing the resolving of urgent issues.

There are no relevant studies to compare this result so it is not easy to interpret, because the sample is homogeneous in terms of the Directorate of Secondary Education of Eastern or Western Thessaloniki where the school of the teachers who work belongs. The only difference that is observed is that in Eastern Thessaloniki, most teachers work in Senior High Schools -General or Vocational-, while in West Thessaloniki they work in Senior High Schools. A reasonable interpretation could be that the position of responsibility in the Senior High School raises increased demands and for this reason the teachers who work in schools of Eastern Thessaloniki perceive more frequently *transformational leadership* and the *results of leadership*.

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