CityUniversity
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THE BENEFITS OF USING MANAGEMENT PRINCIPLES FROM

A SCHOOL HEADMASTER IN THE SCHOOL OPERATION,

IN GREEK SECONDARY EDUCATION SCHOOLS

By

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I

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To all who placed their confidence upon me

Resume

Theodoros Bourliaskos, Mechanical Engineer

I am a graduate of the mechanical engineering department of

ASETEM/SELETE which is an institution that provides professors for the Secondary

Technical and Vocational Education. After my studies I worked in the following

positions:

1984   Mechanical Engineer at Public Power Corporation SA as a member of the

Maintenance team for boilers at the Public Electrical Power Plant in Lavrio

1987   Mechanical Engineer at Pratikakis Shipping Yard as a member of the

Technical Designing Department of the Pratikakis Shipping Yard

1987   Teacher in Technical & Vocational Education at Ministry of Education,

Teaching in the Mechanical division of Technical & Vocational Education

1998   Collaborator to the Special Secretary of the Ministry of Education in

matters of Technical & Vocational Education

1999   School Headmaster of 3rd SEK (Center of Training Technical &

Vocational Education) Eastern Attiki

I have attended many seminars on management and administration through the

Ministry of Education.

Abstract

In Greek secondary education schools, the implementation of management is done by the headmaster. The functioning of government schools in relation to other organizations is particularly important due to the human factor.

On one hand, the director of the school, because of the position, is obliged to implement the educational policy of the Ministry and to monitor the implementation of all procedures provided by law.

On the other hand, the director of the school is the educational leader of the school community and should carry the expectations of teachers and students. The role of the school headmaster is critical should be both manager and leader to succeed need to be trained in administrative skills and have specific skills. The purpose of this study is to demonstrate that teachers are being assigned the address of a secondary education school should know the principles of management and leadership and has the necessary skills to implement them.

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Chapter 1

1.1   Nature of the Study

In Greece in secondary education the School Headmaster is teaching, administrative and supervisory duties for the operation of the school. As head of school, according to Article 11 of Law 1566/1985, is responsible for compliance with the laws, instructions and service instructions and implement decisions of the faculty club. A School Headmaster must have knowledge and experience in management, in issues involving the syllabus, teacher's movement, student's evaluations, joint projects etc.

1.2   Needs Assessment

The data that has been collected concerns mainly the Administration of the Ministry of Education because they define the Headmasters job description and the method of choosing them. It also concerns the Headmasters because they participated in the survey and they will also benefit from the results of this survey. It will be also beneficial to the teachers and other school staff because they participated in the survey through the interviews. It will also be beneficial for academics and scholars because they will compare their studies about this topic and come to useful conclusions because I approached this subject from another point of view.

1.3   Purpose of the Study

The purpose of this study is to highlight the problem of deficit of basic project management knowledge from the headmasters of schools and to offer a solution concerning the method of Headmaster selection.

1.4   Relation to the Program of Study

From the knowledge that I have acquired from this the Project Management Program the following courses will help me accomplish the objectives that I have set for my Master Thesis:

PM 502   Leadership Principles for Project Managers

PM 503   Projects Communications Management

PM 506   Managing Projects with People and Teams

1.5   Definition of Terms

ASETEM/SELETE (Higher School of Pedagogical and Technical Education)

SEK (Center of training in technical and vocational education),

PM (Project Management)

YPEPTH (Hellenic Ministry of Education),

KYSPE (Central official council of primary education)

KYSDE (Central official council of secondary education)

PDE (Regional Education Directors)

A PYSPE (Higher regional official council of primary education)

A PYSDE (Higher regional official council of secondary education)

PYSPE (Regional official council of primary education)

PYSDE (Regional official council of secondary education)

Chapter 2

2.1   Problem Statement

The problem that arises in the selection of headmasters in the Secondary Education Schools is that most of the headmasters are very good teachers but poor managers.

2.2   Rationale

The selection of Headmasters in the Greek Secondary Education Schools is made after an interview with the teaching staff. Before the interview each candidate is classified according to their credentials (graduate degree, post graduate degree, knowledge of a foreign language etc.). Management and leadership skills are not mandatory and aren't qualified as grading credentials.

They lack of knowledge in managing teachers and equipment, and to be more specific the lack experience and knowledge to manage the school's resources.

With the term "school resource" we mean the following:

The faculty

The Buildings

The Equipment (we are talking about technical schools)

The financial management

Thus we have poor usage of the resources and provide substandard services resulting in not achieving the goals that the school must meet.

I came up with this topic after my experience of 15 years as a teacher and 10 years as a headmaster. In 2008 I decided to attend a project management post graduate degree program in order to try to implement the Project Management discipline in School management. After the first Project Management lessons I came

to the conclusion that the lack of management skills was the core of most of the arising problems.

The importance of this study is to provide new selection criteria for future Headmasters.

2.3   Hypothesis

A School Headmaster must have knowledge and experience in management.

Chapter 3

Review of Literature

In the modern world is becoming increasingly evident that economic, political, social and cultural developments have a strong impact on education. Often repressive influence the content of teaching and learning environment, but also the attitudes and perspectives concerning the administration of education, operations management, human and material resources, supervision, guidance and assessment at all levels of education systems.

The executives of education as Headmasters are the link between the macro education policy and the micro level of the educational process. They are expected to understand the educational policies and to contribute with their institutional position in their implementation. Manage the education policy, implement training programs, manage, organize, coordinate, monitor, evaluate.

I believe that the headmaster of the Greek Secondary Education Schools can benefit by implementing the principles of project management in school administration. The literature review is organized into four sections.

The position of headmaster in the administrative pyramid and laws relevant to his duties

Project Management Principles and Practices

Project Manager's Role/ Headmaster as leader

Teamwork and Project Management

3.1   The position of headmaster in the administrative pyramid and laws relevant to his duties

The quality of education today as well as improved is of utmost importance for

any educational system. (Pedagogical Institute, April 2007)

To set the quality of education and to evaluate is complicated because it depends on many factors and interacts with each other; factors, such as culture, social conditions and political will.

The quality of education is shaped by a number of parameters are interacting should promote the purposes and goals of the education system.

As the Figure 1 shows the administrative framework is one of the basic parameters of the quality of the education system.

It is common knowledge that the administration of education in our country is exercised in a centralized and bureaucratic way of a hierarchical pyramid. Thus, decisions taken by the leadership of the Ministry of Education through the hierarchical chain (Figure 2) of command spread to all institutions of education administration at the regional, departmental and local levels. Similarly, the yield ratio and responsibilities are still hierarchical bottom-up. The headmaster is accountable to the Director of Education, who in turn, is accountable to the Director of Education whom gives reason to the Regional Director of Education and the latter at the head of the Ministry of Education.

Despite the intricate nature of this central administration at the school level we have the distinct roles of the Headmaster, Assistant Headmaster and the faculties are the main tools of government and educational function.

The duties and Responsibilities of the headmaster position are defined in the Ministerial Act. F.353.1/324/105657/D1/02 (2002)

I mention indicative two articles:

Article 27 - Project Managers of schools

The Headmaster is at the top of the school community and administrative and

science - pedagogical leader in this area. More specifically:

1. Guide the school community to set high goals and ensure the conditions for the achievement of a school and open democratic society.

2. It guides and assists teachers in their work, especially the younger, initiative in teaching and educational in nature and must be example.

3. Ensure that the school is elementary unit training for teachers issues of administrative, educational and scientific.

4. Directs teachers and coordinate their work. Work with them fairly and a spirit of solidarity (primus inter pares). Maintains and enhances the cohesion of the Teachers Association, mitigate the conflicts and encourages initiatives by teachers inspire and provide positive incentives to them.

5. Monitors the progress and guide teachers to meet time their commitments. Finally, evaluate teachers, such as legislation states, having guided the evaluation of the purposes set out in Article 8 par.4 present.

Article 28 - General duties and responsibilities of school leaders

The Headmaster of Secondary Education works with school counselors, executive Administration, teachers, students and parents to jointly achieve educational goals. It encourages teachers to take initiatives that contribute to the education of students to be free, accountable and democratic citizens.

Specifically:

1. Represent the school in all dealings with third parties.

2. Remain in school all day and is responsible for the smooth functioning school and the coordination of school life.

3. Implementing the laws, presidential decrees, circulars and official orders of Managers, is responsible for compliance and implements the decisions of Association

of Teachers.

4. Promotes, in collaboration with the Faculty, the Headmaster of Education or Head Office and School Counsellors, functioning parts of an Additional Teaching Support, training schools, reception classes, tutorial sections, sections extended hours, day schools and other educational innovations and is responsible for organizing and running them.

5. Constituting an act of commissions for the examination, to gather documents and the issuance of the results and any other provided for the school.

6. Draft the evaluation report on the teaching and administrative staff as required legislation.

7. Inform teachers, parents and students for educational policy, objectives and work of the school.

8. Secondary Education and the Headmaster shall keep records of service changes in the school's teachers and, on transfer, the forward to their new schools "on show".

9. Secondary education is administrator salaries of school staff and by decision of the Association of Teachers set teacher who helps project.

10. It has the pedagogical responsibility for shaping a positive school climate and development of harmonious relations among members of the school community.

11. Informs junior, alternates and hourly paid teachers on the rights and obligations and provide copies of the basic laws resolutions and circulars relating to education.

12. Where the school serving more than one Vice President, share the responsibilities and work on them.

13. He is responsible in collaboration with the Deputy, the secretary of the

school and responsible for maintaining educational correspondence school and all
books and documents provided by legislation.

14. Ensure that every measure that contributes to better functioning of school.

15. The Headmasters of the co-located schools in joint meetings of clubs
consider what are described in Article 39 paragraph 14 of this.

This Law also defines the authority of the headmaster to act in the following
areas:

- The faculty

- The Buildings

- The Equipment

- The financial management

- The Municipality

- Collaboration with the local society

- Collaboration with other schools

Thus he has the authority to establish an Internal Regulation which must be
consistent with the governing law and regulates the issues stated bellow:

- Conduct in the school grounds

- Safety issues concerning the students, teachers and school employees

- Maintenance and renovation of the equipment

- The execution of school projects

- Crisis management

- The assignment of tasks to the staff

The law states the capabilities and abilities that a headmaster must possess so
he can be successful in his mission.

By Law 3467 (2006) redefined the criteria for selecting the leaders of

education, which are divided into the following categories:

In the scientific and educational establishment and training

In their official status and teaching experience

The personality and general formation of the candidate

For the reasons mentioned above, the school management must be investigated (Saiti, 2009) and if necessary to reformed.

3.2   Project Management Principles and Practices

In today's era has created new dynamics in the field of management. Project management in the past several decades has been used by organizations in order to achieve their objectives. It is used as a mean to provide the organization with powerful tools that improve its ability to plan, implement, and control its activities as well as the ways in which it utilizes its people and resources. This has been done because the characteristics of our contemporary society demand the development of new methods of management. There are three main forces that are paramount: (1) the human knowledge exponential expansion; (2) people demand a broad range of complex, sophisticated, customized goods and services; and (3) the evolution of competitive markets all over the world that produce and consume goods and services. These forces combine to force the use of teams in order to solve problems that used to be solvable by individuals. These forces also combine to increase the complexity of goods and services that are produced and also the complexity of the processes used to produce them. This, in turn, leads to the use of more sophisticated systems in order to control both outcomes and processes. (Meredith, 2006, pp.1-2)

Kerzner identifies the reasons behind the need to use Project Management.

Due to the rapid rate of change in both technology and the marketplace

enormous strains have been created on the existing organizational forms. The

highly bureaucratic traditional structure has shown that it cannot respond

rapidly enough to a changing environment. Thus, project management must

replace the traditional structure, or we can use other temporary management

structures that are highly organic and can respond very rapidly to situations

that develop inside and outside the company. (Kerzner, 2006, p. 2)

He also mentions the difficulties of Project Management acceptance in the

current era

Corporate executives and academics have discussed Project management to be

one of several applicable possibilities for organizational forms of the future

that could integrate complex efforts and reduce bureaucracy. Project

management acceptance however, has not been easy. Executives are not

willing to accept change and are inflexible to adapt to a different environment.

In order to use the project management approach it is necessary to depart from

the traditional business organizational form, which is basically vertical and

emphasize a strong superior-subordinate relationship. (Kerzner, 2006, p. 2)

A definition of Project management could be the following.

Project management is the planning, organizing, directing, and control1ing of

company resources for a relatively short-term objective that has been

established to complete specific goals and objectives. Furthermore, project

management utilizes the systems approach to management by having

functional personnel (the vertical hierarchy) assigned to a specific project (the

horizontal hierarchy). (Kerzner, 2006, pp 2-4)

In order to understand what Project Management is, I must define first what

means the term project. "A project is a temporary endeavor undertaken to create a unique product, service, or result" (PMBOK, 2004, p.5). More specific a project may include activities and tasks such as:

"Have a specific objective to be completed within certain specifications.

Have defined start and end dates.

Have funding limits (if applicable).

Consume human and nonhuman resources (i.e., money, people, and equipment).

Are multifunctional" (Kerzner, 2006, p.2).

In area of education the project can be educational or research programs, construction projects, and financial programs. These could involve the superior authority, social organizations or local governments.

According to PMBOK studying the "Project Management Knowledge Areas" find that among other processes include "Project Human Resource Management" and "Project Communications Management" which is crucial in the line of work of a Headmaster (PMBOK, 2004).

Especially when we discuss about Human Resource Management in the context of Project Management we include all the processes that are used to organize and manage the project team. The project team is comprised by the people who have been assigned roles and responsibilities in order to complete the project. When we speak about roles and responsibilities that are being assigned, we must try to involve the team members as much that is possible in the project's planning and decision-making

Human Resource Planning – is the identification of project roles, responsibilities, and reporting relationships, and also the creation of the

staffing management plan.

Acquire Project Team – is the obtaining of the human resources that are needed to complete the project.

Develop Project Team – is the improvement of the competencies and the interaction between the team members in order to enhance project performance.

Manage Project Team – is the tracking of the performance of the team members, giving feedback, resolving issues, and implementing changes in order to enhance project performance. (PMBOK, 2004, p.221)

In the school environment the Project Team would have members from the educational and non educational staff.

The Headmaster handles the human factor which focuses mainly on the stimulation and mobilization of teachers in addressing the problems of teaching and student resources, effective communication, resolving conflicts and creating a favorable climate for employment in the school. In performing these tasks, the manager should take into account that the behavior of members of the school varies from period to period and is influenced by several factors, such status, age, knowledge, motivation, etc. people involved in the educational process. This implies that the manipulation of the human factor is harder for the director after the operation faces various problems. Some of them are personal and need to address human sympathy and care. Others have to do with competition among teachers and others associated with student behavior, working conditions to legal problems concerning relations director and teacher association. Knowledge, therefore, the theories and techniques of human behavior in the workplace is valuable because it helps managers to exercise effective governance in their schools (Saitis, 2008).

According to PMBOK "Project Communications Management, describes the processes concerning the timely and appropriate generation, collection, dissemination, storage and ultimate disposition of project information. It consists of the Communications Planning, Information Distribution, Performance Reporting, and Manage Stakeholders project management processes" (PMBOK, 2004, p.10) .

Project Communications Management processes include the following:

Communications Planning – determining the information and communications needs of the project stakeholders.

Information Distribution – is the process of making the needed information available to project stakeholders in time.

Performance Reporting – is the process of collecting and distributing information about the projects performance. This includes status reporting, progress measurement, and forecasting.

Manage Stakeholders – is the process of managing communications to satisfy the requirements of the resolution of issues that surface with project stakeholders.

Each of these processes interacts with each other and also with the processes in the other Knowledge Areas as well. Each process can involve effort from one or more persons or groups of persons based on the needs of the project (PMBOK, 2004, p.199).

O'Rourke defines communication as a "process that involves several basic principles. They are things we know to be true about human communication across time and cultures across organizations and professions and across nations and economies" (O'Rourke, 2007, p.26).

The communication process as manager is different.

We now that communication is a basic skill of the human experience. Also we know that the communication is difficult on the job.

According to O'Rourke there are factors to the business life which are affected the way we think

O'Rourke identified several characteristics of communication such as.

Communication is a dynamic process, because the environment changes all the time.

Communication is a continuous process especially in our times that the information is very important.

The communication is circular because we are senders and receivers at the same time. We must to speak and listen because this is the way to achieve the feedback in communication.

The communication is unrepeatable

The Greek philosopher-mathematician Heraclites, once wrote that "No man can step in the same river twice." What he meant was that if you attempt to repeat the experience, the experience will be different -circumstances change and so will you. The same thing applies with communication (O'Rourke, 2007, p 27).

Communication is irreversible

In physics some processes are reversible e.g. we can freeze water in to ice and let it, in room temperature, transform back in to water again but that cannot be said with communication. We can't unsay something, once it leaves our mouth. The only thing that we can do is explain, apologize, and say more but we can't return to the prior condition (O'Rourke, 2007, p 27).

Communication is complex

Off course communication is complex, and it is complex not only because of the various elements and principles that apply to the process, but also because it involves human beings. We are all different in a many ways, which means that, each of us will assign slightly different meaning to words, react in slightly different ways because of our background, education, and experience, and each of us will behave in slightly different ways around other people. Nothing is simple or entirely straightforward about the ways in which people communicate (O'Rourke, 2007, p 27).

In a further analysis of human communication we distinguish the following levels:

Intrapersonal communication is defined when we communicate within ourselves, sending messages to, various parts of our bodies, thinking things over, or working silently on a problem, then we are communicating Interpersonally.

Interpersonal communication is when we communicate between other, sending messages from one person to another-verbally and nonverbally then we are communicating interpersonally.

Organizational communication is when we communicate with one another in the context of an organization, sending and receiving messages through various layers of authority, through various message systems, discussing various topics of interest to the group we belong to or the companies we work for, then we are communicating organizationally

Mass or public communication is when we send messages from just one person or one Source to many people at the same time, as in a news paper advertisement or television commercial, then we are communicating publicly

(O'Rourke, 2007, pp 27-28).

Levels of Responsibility and Accountability

The higher the level of responsibility you have in an organization, the more the responsibilities and issues you have to think about. If you spend the greatest part of your day focused on just one or a few fairly well-defined issues, your communication will be more focused. If you have many problems, and many challenges to address during the day, your communication style will be more fragmented and broadly focused.

Organizational Culture

Some organizations have a very specific culture. There are companies which rely on a particular culture in order to move day-to-day information through the organization, and in order to succeed in such a business, you must adapt to the existing culture rather than try to change it or ask it to adapt to you.

Organizational Dynamics

Organizations like the humans who populate and make them function are in constant movement. Businesses change with the conditions of the marketplace and also the lives of the managers who manage them. Your communication will have to adapt to the conditions in which you find yourself

Personality Preferences

In the end, it's important to understand that each of us has his or hers own preference for gathering, organizing, and disseminating information. Each of us also has his own style of decision making. You'll have to accommodate with those you work with and work for in order to succeed in business.

(O'Rourke, 2007, pp.31-32)

Commication is a skill which concerns the managerial abilities of the

headmaster because guidance, motivation, conflict management and creating positive change are all based on communication. Other functions of management such as planning, coordinating and controlling are based on communication and the exhange of information. Furthermore, internal communication concerns all those involved in the functioning of the organization, which in our case is the school, since their ability to communicate and share information effectively is a prerequisite for making quality decisions, development of functional relationships to avoid disruption and conflict, and generally the smooth and effective functioning of the organization. Finally, effective communication is essential for bidirectional information flow to and from the environment (external communication), which, if used, helps to better align the organization. The importance of this function demonstrates that executives spend 70% of their time on communication education, as shown by survey respondents (Saitis, 1994). "It is therefore vital for the process of sending and receiving information and meanings between individuals or teams through a common system of symbols, such as language, gestures or the coded label" (Athanassoula-Reppa, 1999, p. 141; Zavlanos, 1998, p.. 336).

In communication area is very important for a School headmaster his ability to persuade the people about his point of view.

- Know and apply the principles of modern organization and management.

- Have a vision for education.

- Set objectives.

- Have communication skills.

- They have the ability to inspire. (Katsaros, 2008)

According to O'Rourke there are a few points which must to know every

manager before he acts.

Know your audience.

In ancient Greece Aristotle quoted that speaking is all about your audience. The more you know about them, the greater chance you have to succeed. You have little incentive and almost no excuse for failing to do your homework on what the audience knows and how it feels about the subject on which you're trying to persuade them.

Know what you want and what they want.

A great part of knowing your audience is about understanding their goals and objectives. The extent to which you know what they want is the degree to which you can offer ideas and evidence that will help you to get what you want. You must give them something they want or can use, in order to persuade them to change behaviors

Select your evidence carefully.

Not all evidence is equally persuasive, and all audiences will approach the same argument in the same way. Make sure that you understand the sources which your audience will respect and the frame of reference through which they will interpret what you say. Logic and rationality may work for some, but emotion or source credibility may appeal more to others.

Keep the argument simple.

The more complex your argument is, then the probability that it will be acknowledged, understood, internalized, and acted on to a small extent. Simplicity, underscored by a convincing, brief presentation, will help obtain your goal far more often than not.

Listen before you speak.

It's difficult to know what they're thinking if you won't listen. You want to know what they, want, or what they're afraid of. You must listen carefully for, content, emotion, and intention. If you can tune in to their thoughts and feelings before you speak-and convince them that you've done so your chances for success are greater.

Manage your emotions as well as theirs.

Keep your emotions under control and you'll have a greater opportunity to manage those of your audience. If you let their hopes and fears run away with the discussion, an "emotional hijacking" can ruin your chances at persuading them of your position.

Connect with your audience on a personal level.

Finally, although your audience cares in a general sense about the nature of your evidence and the organization of your argument, they care a lot more about how it will affect them. (O'Rourke, 2007, pp176-177)

3.3   Project Manager's Role/ Headmaster as leader

A Headmaster must be at the "front line" in helping colleagues to become better at carrying out their work and inspiring them to new challenges. Other words, the manager must be able to encourage teachers to try new ideas and learn skills. Of course, making the challenge must first managers to improve their knowledge and skills (Click, 2005).

Despite the detailed list of individual-assessment criteria, we note the following:

The ancient remains a prerequisite for selecting a candidate for a teaching position as a manager, even though it is generally acknowledged that an effective manager-leader is neither the oldest nor the best teacher, but he has some skills, such as ability to

work, professional and perceptual capacity (Saitis, 2008).

The undefined terms such as 'literary work', 'master', 'PhD' no help in the selection of talented teacher for the position of Headmaster, in this case because the issue is not whether a candidate has degrees and writings, but whether and how the qualification of related knowledge and skills required by the position of school head.

Criteria such as "candidate's ability to take initiatives" and "solve problems" appear to apply to those already serving school heads and not to new applicants with master's degree A, but were given no opportunity to perform management functions in schools.

With the legislation of the last two decades is apparent effort of the State for 'impartial' and 'merit' selection of executive education. In practice, however, the effectiveness of governing bodies is limited, because the central authority: It sold decisive powers in the lower level of government so that the Headmasters / heads of schools to take the appropriate measures and provide guidance - directly influence their subordinates, and to assume such responsibility for the operation of the school. Therefore, we can not talk about "dynamic leadership to ensure proper orientation of the school" etc. (Theophilidis, 1994, p. 92-98) in the field of Greek schooling, because the objectives and rules of the Greek school established by the central government. In other words, the 'Greek teacher-director, although the introduction of the Flexible Zone and the establishment of the new Curriculum (Ministerial Act. F. 303/13-03 & 304/13-03-2003) was an important step towards decentralization (Typas & Katsaros, 2005), can afford those, which would allow it to operate independently and freely, since it is limited within the framework of the law who wants more executive body of the school administration rather than manager-leader of the school. Instead, a decentralized administrative system, for example the

UK, the administrator has full freedom to decide how to operate the school. He is responsible and free shape and of developing teaching methods, curricula, and issues relating to the material, discipline and find staff (Herzberg & Stone, 1974; Dean, 1995).

It established the development program directors of education, so people who hold managerial positions do not have the necessary knowledge in modern management (Saiti & Gournaropoulos, 2001; Saiti & Michopoulos, 2005).

It has established an objective system for selecting leaders of education, so that after each crisis to minimize complaints, protests, and protests from both parties and from education providers.

By studying the Ministry of Education Law 3467 (2006), which concerns the evaluation of secondary education executives, I have come to the conclusion that there is a gap between the established list of duties (Ministerial Act C2/6098, 2001), skills and knowledge that a headmaster must have in order to be successful in his duties and the typical qualifications that the Ministry of Education demands in order to hire someone in that position. In this list of qualifications there is a total absence of management related skills. According to the list of duties the headmaster of a Greek Secondary Education School must be capable to conduct certain projects.

An analysis of laws relating to the tasks and the criteria for selecting the headmasters of the secondary education schools understand that the administration at the school should create all of those conditions that will facilitate the conduct of the educational process and maximize the efficiency of the factors involved. As such factors can be mentioned the teachers, support staff, and buildings and other infrastructure, economic and other material resources needed for its operation, but other factors such as the local community, parents, etc. .

To create these conditions, in administration of the school with the given

structure (director, corporate bodies) and through certain procedures are planned and

designed the educational work, arrange for the organization in general for the

organization of school life, manage, guide, coordinate and control the human factors

involved in the educational process.(Katsaros, 2008)

According to Flannes the Project Manager should have four roles:

Leader

Conceptualize and articulate the project vision. Motivate team members

toward the vision. Represent the team to stakeholders.

Manager

Create a project administrative structure.

Track compliance with performance, cost, and time

Report status to stakeholders

Facilitator

Communicate clearly, both verbally and in writing. Model and create methods

for resolving conflict.

Empower team members to act with volition and confidence. Proactively

obtain needed project resources.

Mentor

Model appropriate team, professional, and organizational behaviors

Help team members identify possibilities for problem-solving and career path

development.

Display genuine personal interest in team members' performance and

development. (Flannes, 2005, p.25)

Recently we began to recognize the difference between management and

leadership. It also recognized that managers of education and the school headmasters should be good managers and leaders.

Leadership as a term is used to describe a particular combination of personal qualities, "a lifestyle" to encourage and attract others to follow. Leadership is the ability to ask goals and devise ways to achieve them. The notion that a person has leadership attributes means that he successfully implements a set of practices. It is possible, however, that most leaders typically grow through knowledge of scientific techniques of administration.

According to research by Morgan (1997), the manager-leader must have such specialized knowledge and skills in organization and decision making:

1. It helps people on a daily basis without their supervision.

2. Open source as a person and not as a controller, such nurturing term relationships that staff be directed to him when necessary.

3. Creates a vision of the school.

4. Creates conditions that allow the achievement of objectives.

5. Exercises successfully 'influence skills', such as dispute resolution and negotiations.

6. Develop "working" as any participatory and colleagues' ¬ activity.

7. It develops all kinds of collaborations.

8. Directly address situations of uncertainty and multiple choices.

9. Remains "open and flexible, and act decisively when required.

10. Motivates, inspires, enables partners and avoid inactivating them.

11. Make personal contacts and links closely associates.

12. Disseminate the goals and values of the organization.

13. He leads and participates in his example, and shaping the directions, while

remaining open to the views of others.

Bringing these thoughts to the school address, it could be argued that the school headmaster must have the characteristics of a manager-leader.

As a Manager he must act as an administrative agent developer. His role here as Headmaster, is an administrative guide to the school board. It is he who learns especially for new teachers how to run the various administrative operations of the school, such as the handling of official correspondence, the keeping of school records, compliance with official records, organization and operation of the school library, etc. We note that the ability to command, got better with practice within the school, through a gradual increase of the responsibility assumed by a teacher and, where possible, cooperation with experts and experienced colleagues and a thorough discussion of the efforts and progress. Is responsible, then, each school headmasters to find out that our colleagues to develop their administrative skills in order to be ready for more responsibility when the time comes to promotion to a managerial position (Saitis, 2008).

As a Facilitator, he must properly handle the differences that arise in the school. Situations that arise are due to the different characteristics found in members of the school community, such as age, specialty, political affiliation, personal quirks, etc. and which the headmaster is required to solve the problems and be aware of the school reality. That is, standing at a distance from everyday life, to challenge what is taken for granted, to prevent problems in the school and to discern opportunities. It should also be noted that the school system is indeed open. This means that the effectiveness of the headmaster associated with the ability to operate outside the school environment (for example Parents Association, etc.). Proper handling of the external environment by the headmaster means to work in harmony with the various

social actors, that they actually contribute to school and feel part of it, the proper handling of the external environment (Saitis, 2008).

As a Mentor he must encourage teachers to undertake creative initiatives. Specifically, the effective teacher-Headmaster supports each teacher individually and makes him feel worthy. This includes discussion with team members and a policy of incentives, which can be criticized me a supportive manner. Indeed, let us not forget that praise is more effective than punishment to both adults and students (Trilianos, 1991). While incentives vary from person to person and in public schools financial incentives are absent (Saitis, 1994), however, the headmaster of the school can identify incentives (for example, rewarding, recognizing the project etc.), which will positively influence the behavior of teachers. Have open communication with all members of the school community not only in relation to the work, but across the whole of human relations. The liability of the headmasters of schools is to ensure all conditions and reduce the barriers to effective communication, to enable them to lead, to inspire! to lead their partners.

The Kerzner indicate that the following skills required for Project Managers:

"Team building

Leadership

Conflict resolution

Technical expertise

Planning

Organization

Entrepreneurship

Administration

Management support

Resource allocation" (Kerzner, 2006)

Bringing these skills at the school address, it could be argued that the school headmaster:

For cooperation in school and personal development of all:

- Treats everyone fairly, equally, with dignity, respect and caring, creating a positive climate.

- Shaping collaborative culture in schools and promotes partnerships with other schools to build effective learning communities.

- Fosters teamwork, cooperation and participatory decision-making.

- Endeavour to support new teachers.

- Promotes continuing professional development of teachers in school.

- Reward partners, individuals or groups, recognizing their work and praising the value of either informal or formal, with events to highlight their achievements.

- Empowering colleagues, inspiring confidence in their abilities.

- Recognizes highlights and builds the leadership skills of associates.

- Reflect upon practice, sets personal goals and ensure its development.

As a transformational leader, shaping the future:

- Ensure that the vision for the school is clear, understandable, acceptable to all, consistent with the values and needs of the school and the local community, consistent with the principles of national education policy.

- He joined the school community to implement the vision, clearly specifying common goals and projects.

- Confirms the necessity of the vision and values in everyday practice.

- Mobilize their members and work with them to shape the common

culture.

- Leading change, support creativity and promote innovation.

As a teacher leader:

- Ensures a consistent and stable focus of the school in good learning. For each student, with particular emphasis on educational work of the school.

- Fosters high expectations of learning and behavioral combat complacency.

- Provide adequate teaching-learning conditions (safety, efficacy).

- Promote the implementation, evaluation, development, renewal of curricula.

- It is a source of reference in teaching, monitor, direct, evaluate and feedback.

- Translate as ambassadors, setting an example for his colleagues.

- Promotes the use of information and communication technologies in teaching / learning.

- Help develop educational programs.

As administrative head of the educational organization:

- Ensure the effective operation of schools based on the theories of government and provided the institutional framework.

- Cares for the formation of informal organizational structure of schools based on the values of teamwork, cooperation and solidarity.

- Minimize factors that impede learning.

- Endeavour to improve the equipment and buildings and their adaptation to the demands of the curriculum.

- Ensure the efficient use of all available resources (human, physical,

financial, years).

- Effectively and efficiently utilizes modern technologies for the management of the school.

(Massachusetts, Department of Education, 1995)

3.4   Teamwork and Project Management

Taking into account the skills needed to have a headmaster (team building Conflict resolution etc) it is obvious that his performance to organize the teamwork is crucial.

Smith states about this:

Make a mental picture about a very effective team that you've been a member of, a team that accomplished exceptional things and perhaps was even a great place to be. Start by thinking about teams in any context academic, professional, or work. If you don't come up with any examples, then think about social or community-based teams. If again you don't come up with an example, then think about sports teams. Finally, if you don't come up with a scenario from any of these contexts, then simply imagine yourself as a member of a really effective team. OK, you now have a picture of the team in mind? As you recall (or imagine) this highly effective team, try to identify the specific characteristics of the team that made it so effective. Please list these characteristics. Now that you have made a list of characteristics for a highly effective team, what attributes do you think describe a really ineffective team? (Smith, 2007, p. 23)

The characteristics of an Effective team are:

"Good participation

Respect

Careful listening

Leadership

Constructively managed conflict

Fun, liked to be here

Common goal

Sense of purpose

Good meeting facilitation

Empowered members

Members take responsibility

Effective decision making" (Smith, 2007, p.24)

For the development of a team there is the "Sequential-stage theory"

(Tuckman, 1965; Tuckman & Jensen, 1977).

According to this theory there are five stages of development.

"Forming

Storming

Norming

Performing

Adjourning"

Smith refers that in stage of "Forming" the team members get to know its

other and start to work together.

In stage of "Storming" appeared the differences and conflicts between the

members of the team.

In stage of "Norming" achieved conflict resolution.

During the "Performing stage" the team works together to achieve the goals.

Finally in "Adjourning stage" the team dissolved after project termination

(Smith, 2007, p.31).

In order to have an effective team a Project Manager must develop the cooperative teamwork skills:

Cooperative Teamwork Skills

Forming skills - Initial management skills

- Move into teams quietly.

- Stay with the team,

- Use quiet voices.

- Take turns.

- Use names, look at the speaker.

- No "put-downs."

Functioning skills - Team management skills

- Share ideas and opinions.

- Ask for facts and reasoning.

- Give direction to the team's work (state assignment purpose, provide time limits, offer procedures).

- Encourage everyone to participate.

- Ask for help or clarification.

- Express support and acceptance.

- Offer to explain or clarify.

- Paraphrase others' contributions.

- Energize the team.

- Describe feelings when appropriate.

Formulating skills—Formal methods for processing materials

- Summarize out loud completely.

- Seek accuracy by correcting/adding to summaries.

- Help the team find clever ways to remember.

- Check understanding by demanding vocalization.

• Ask others to plan for telling/teaching out loud. Fermenting skills—

Stimulating cognitive conflict and reasoning

- Criticize ideas without criticizing people.

- Differentiate the ideas and the reasoning of members.

- Integrate ideas into single positions.

- Ask for justification of conclusions.

- Extend answers.

- Probe by asking in-depth questions.

- Generate further answers.

- Test reality by checking the team's work. (Johnson, Johnson & Smith

p.39)

Kouzes and Posner conducted a survey asking thousands of people about which characteristics they admire about leaders

Leadership authors Kouzes and Posner (1987, 1993) have asked thousands of people to list the characteristics of leaders they admire. Many students and workshop participants express surprise that honesty is listed as number one. They say it's a given. Apparently honesty is not a given for many leaders in business and industry. In 1993, Kouzes and Posner also asked the respondents to list the most desirable characteristics of colleagues. Honest was number one again, with 82 percent selecting it. Cooperative, dependable, and competent were second, third, and fourth, with slightly more than 70 percent of respondents selecting each.

Kouzes and Posner found that when leaders do their best, they challenge, inspire, enable, model, and encourage. They suggest five practices and ten behavioral commitments of leadership:

Challenging the Process

1. Search for opportunities.

2. Experiment and take risks.

Inspiring a Shared Vision

3. Envision the future.

4. Enlist others.

Enabling Others to Act

5. Foster collaboration.

6. Strengthen others.

Modeling the Way

7. Set the example.

8. Plan small wins.

Encouraging the Heart

9. Recognize individual contributions.

10. Celebrate accomplishments. (Smith, 2007, p42)

The most important characteristic of a team leader in order to be effective is the ability of good communication.

Effective communication—listening, presenting, persuading—is at the heart of effective teamwork. The task and maintenance roles we have listed all involve oral communication. Here are the listening skills emphasized in an Arizona State University course called Introduction to Engineering Design (McNeill, Bellamy & Foster, 1995):

Stop talking.

Engage in one conversation at a time.

Empathize with the person speaking.

Ask questions.

Don't interrupt.

Show interest.

Concentrate on what is being said.

Don't jump to conclusions.

Control your anger.

React to ideas, not to the speaker.

Listen for what is not said; ask questions.

Share the responsibility for communication. (Smith, 2007, 42):

"Critical listening

• Separate fact from opinion.

Sympathetic listening

• Don't talk—listen.

• Don't give advice—listen.

• Don't judge—listen.

Creative listening

• Exercise an open mind.

• Supplement your ideas with another person's ideas and vice versa" (Smith, 2007, p42).

In a team we can't avoid conflicts so the headmaster must be prepared to deal with any conflicts arising. So it is imperative for the headmaster to be trained in conflict management. A fine approach to this topic has been by Blake and

Mouton (1964). The five conflict strategies are described as follows:

1. Withdrawal. Neither the goal nor the relationship is important—you withdraw from the interaction.

2. Forcing. The goal is important but not the relationship—uses all your energy to get the task done.

3. Smoothing. The relationship is more important than the goal. You want to be liked and accepted.

4. Compromise. Both goal and relationship are important, but there is a lack of time—you both gain and lose something.

5. Confrontation. Goal and relationship are equally important. You define the conflict as a problem-solving situation and resolve through negotiation.

(Smith, 2007, p49)

Chapter 4

Methodologies and Procedures in the study

I have addressed the problems that a Headmaster is called upon to act and from the knowledge that I have taken from the project management program and I have tried to prove that a headmaster with basic knowledge of the Project Management Principles can deal with these problems successfully and efficiently.

I have chosen the use of the evaluative (qualitative) and developmental method to evaluate the current situation and develop a solution.

I have an already existing situation in which we have poor usage of the resources and provision of substandard services that result in failure to achieve the goals that the school must meet. I have therefore examined this situation and acknowledged its specific trends.

During the course of the survey there have been no changes in selection criteria for head masters.

There are questions that must be answered, such as:

- Is it imperative that a headmaster of a school has knowledge and experience in management?

- Must this knowledge be a criterion in the selection process of a headmaster?

- What are the skills of active managers on matters of management and organization of the school?

- What is the opinion of the schoolmasters in the role they play in the quality of education?

- Is there a need for a training managers' school in the area of school management and should the training be mandatory?

- Have headmasters received in the past enough adequate training to address the problems at school?

- What are the training needs of managers in schools?

- What skills are needed to be developed by headmasters and in what areas?

- What are the difficulties and problems facing a headmaster?

- What forms of training is most effective for training heads?

The expected results and individual objectives were:

- The investigation of the education / training received by the Directors so far.

- The identification of educational needs that are lacking in headmasters in the field of management knowledge.

- To explore the additional skills needed to be developed by headmasters.
  To identify the views of the headmasters for their own personal training as managers.

- To record of the views of the headmasters for any problems that might have arisen during their training.

- The investigation of the views on the need to institutionalize mandatory training for headmasters.

- The development of basic guidelines for a managerial educational program for headmasters.

For my research I have used a questionnaire.

The purpose of the questionnaire was to inquire if headmasters acknowledge from their experience that they lack the knowledge in the field of Project

Management.

The target group that I chose to give the questionnaire was the Headmasters because they are more familiar with the problems that they face.

I chose the questionnaire because the Headmasters don't have free time and it would be more convenient to them to answer a questionnaire.

The questionnaire was given to 100 selected Headmasters with whom I have a personal acquaintance through management seminars and it wasn't necessary to get a special permit by a higher authority.

The questionnaire was distributed by email, because:

- It is an efficient way to send and receive the questionnaire.

- It is a relatively easy way.

- There is minimal cost.

- All the headmasters know how to use the internet.

- The questionnaire was submitted to 5 headmasters in order to see if there were any problems and mistakes that should have been corrected.

The evaluation of the answers was interepreted by using Excel Spreadsheets and the results were expressed as a percentage in figures.

The critical evaluation of the results was based on the results of the questionnaire.

I tried to establish the future prospects based on the results of my research.

I chose to mail the questionnaire to the Headmasters on September 15, 2009 because the schools had just started and they had sufficient time and peace of mind to answer it.

The questionnaire consists of 15 questions, of which 5 were first listed on demographic and social characteristics of subjects as well as to service status. The rest

are grouped into different categories, each exploring an aspect such as: Training

experience, Views concerning the management of a school, Development of abilities/

skills

- Service Status

1. Personal Data.

2. Years of service.

3. Studies.

4. School of service.

5. How many years have you been a Headmaster?

- Training Experience.

6. Do you think that the headmasters need special training?

7. During your service did you receive any kind of training in any

   subject?

8. What training needs do you believe that a headmaster has?

- Views concerning the management of a school.

9. What is your opinion about the role of a school's headmaster?

10. What factors do you think influence the quality of the training provided

    by the schools today?

11. How can a Headmaster help to upgrade the quality of the training

    provided by his school?

- Development of abilities/skills.

12. Which abilities/skills do you think that a School headmaster must

    develop?

13. When does a manager need administrative training?

14. What are the greatest difficulties that a headmaster of a School faces?

15. Do you think that mandatory training is necessary for the candidates for the Headmasters position?

Chapter 5

Results

In this chapter the findings are presented and commented on the findings derived from statistical analysis of data. The purpose of analysis is to answer the questions mentioned above, depending on the category to which they belong.

5.1.   Service Status

Distribution of the survey respondents by sex

The characteristics of respondents in the sample shown in Table 1 consisted of a considerably larger number of male managers than women. The sample consisted of 86 male and 11 female directors. A first conclusion (Figure 3) we draw is that women are the minority in government schools.

In a survey of Raptis N., and C. Vitsilaki (2007), held in 2003-2004 of 566 primary school directors on a nationwide scale, the directors were men outnumbering by far the women. The main reason that women do not prefer managerial positions is that according to the survey, they don't have leadership and management skills, and secondly their family responsibilities are much higher than men.

The dominance of men in administrative positions, both in education and in other places of employment has contributed to identify males in the role model of management.

Distribution of respondents in the survey according to age

Five per cent of our sample (Table 2) is up to 45 years old, 65% is 46-55 years old, and 21% is older than 55 years of age. These findings (Figure 4) confirm the view that the main criterion for selecting the heads of schools is that of age (Papanaoum,

1995).

Distribution of respondents in the survey according to the educational service

From the sample of Headmasters (Table 3), 28% were in the educational field of service for 15-21 years, 69% were in the field for 21 years or more and 3% didn't respond (Figure 5).

From Table 3 in conjunction with Table 2, I can confirm the criterion of seniority in selecting directors.

Distribution of respondents in the survey according to studies

From the distribution of respondents (Figure 6) according to studies (Table 4), I understand that:

- 65% of Headmasters has basic degree in education.

- 26% have postgraduate diplomas, most of which are in a field related to their specialty.

- Only 8% of Headmasters hold a doctorate and are in a field related to their specialty.

- And 1% did not reply.

In a survey of Papanaoum (1995), which concern the Headmasters of secondary education found that 47% had only a basic degree, while 3% had a postgraduate degree in an area completely outside the managerial area.

The number of masters and doctorates degrees has increased compared with previous surveys, but in areas of educational expertise and not in areas of management.

An analysis of the data in Table 4 appears that the Headmasters have no

knowledge in school management. Therefore, the analysis of this data seems to be the subject of research in school management.

Distribution of the survey respondents depending on years of service as a Headmaster

Regarding the years that a manager is spending or has spent in this position (Table 5), the majority of the sample was young directors. As Headmasters, 30% were in the service from 0 to 4 years, 4% of respondents were in the service for 4 to 8 years, 8% for 8-12 years and 8% were in the service for more than 12 years (Figures7).

I conclude that the majority of the sample of managers has relatively little to moderate experience in administration, that most of these new directors are appointed in accordance to recent judgments of school committees. According to studies, the first years of office by the directors indicate that many have feelings of anxiety and have unrealistic expectations. The new managers with 22-28 years of service in education have many difficulties in communicating with parents, colleagues and local authorities. Similar results were found in the investigations of Cooper & Kelly (as stated in the Day, 2003), that halfway through their career, schoolmasters understood that they needed to develop their communication skills with their staff, since the absence of such skills is the main reason for anxiety problems.

5.2.   Training Experience

Distribution of respondents according to research training in a specific subject

The majority of respondents 74%, according to data in Table 6, were

additionally trained in one discipline, while 23% were not trained in any subject area (Figures 8). This element in conjunction with tables 11 and 12 shows that the state does not pursue the issue of training for directors of schools and it is a matter of personal decision to achieve such training.

Distribution of respondents agrees with their views on the training needs of directors.

Eighty – three percent of respondents (Table 7) indicate that the main training needs of schoolmasters are in the area of Organization and Management. The survey (Figure 9) showed that 71% of the respondents consider that a second need of training is in 'Psychology and interpersonal relationships', 64% in establishing a good school climate and effectiveness, followed shortly thereafter by 62% in 'conflict management'. Another conscious need for training is the Motivation of staff with a significant 51%, following with a 48% need for training in school financial management and 45% in relationships and communication in schools and use of new technology such as the use of PC. Table 7 continues to show the needs in training with the schoolmaster's collaboration with external sources at 42%, the duties of schoolmasters of 37%, the cooperation of the Director of the Parents' Association 36%, administration and evaluation of schools by 33%, time management 32%, the procedures for drawing up the proposal and implementation of European programs, 31%, educational systems and the way the school administration works in other countries 29% and finally the internal mail services at 19%.

As shown by data in Table 7, which relate to the views of respondents in the survey on training needs of managers, 83% of respondents in the survey, said that the main training needs of managers of schools are in "Organization and Management School.

Therefore there is a great lack of knowledge in school managers and it is an explicit and conscious need, as we had originally assumed.

In a survey done by Saitis & Gounaropoulos (2001) it was found that in the area of "Organization and Management Education", the need for additional training was second in preference with a percentage of 51.7%. In another similar investigation Hadjipanayiotou (2003), an ideal training should include, training in administration, educational legislation, educational training and knowledge as well as skills in communication approach and conflict management.

In a survey of Hadjidimos and Vitsilaki (2006), 40.5% want updates and information on 'Organisation and Administration'.

According to Zavlanos (1988) and Saitis, (1992), it is absolutely necessary that knowledge and implementation of the basic management principles by the schoolmaster in enforcing his duties. Moreover, it appears that the issues that dominate the need for additional training are matters of psychology, interpersonal relations, school climate and conflict management, which highlight the lack of knowledge on key issues of human resource management of the school, teachers and students.

In Greece, the preparation and education of teachers does not provide sufficient information and awareness in the areas of sociopsychology, education or other problems of the students (Athanassoula-Reppa, Anthopoulou, Katsoulakis, & Mavrogiorgis, 1999).

The cooperation of the Director with external factors, as well as the cooperation of the Director with the Parents 'Association have lower rates (42% and 36% respectively), perhaps because they believe that problems arising internally within their staff is much more important than problems arising from external factors.

In a similar survey (Saitis, Fegari &Voulgaris, 1997), the vast majority of the directors were concerned less with issues of external environment of the school, such as communicating with various social factors in the region. The limited collaboration of the school with the wider social environment is perhaps partly due to the fact that school leadership is devoid of initiative and administrative training. These data confirm my assumptions about the difficulties and deficiencies of knowledge and skills that managers have to deal with, to manage relationships and solve problems which show the need for additional training.

Distribution of respondents according to their views on the key role of headmaster

The main role of the director (Table 8) are consistent with the views of respondents (Figure 10), the cultivation of a positive climate at school 79%, and good collaboration between teachers at 77%.

The role of the manager in quality assurance in the psychosocial lives of students at school is very important at 56%, and the innovative actions at 56%. Good cooperation between schools and parents 55%. The application of laws and newsletters 52%, monitor the implementation of the duties of teachers at 42% and the handling of correspondence and documents at 9%.

According to the figures in Table 8, there seems to be an awareness of the need to meet the director in a role different from that which is described in the bureaucratic model. The role of head teacher is crucial to improve the quality of education to the extent related to a) cultivating a positive climate in schools 79% b) the good cooperation between teachers at 77%, c) Quality Assurance in the psychosocial lives of students at the school 56%, which reinforces the view of the important role of director of relationship management and communication.

5.3.   Views concerning the management of a school

Distribution of respondents according to their views on the contribution of the manager in order to improve and upgrade the school quality

As shown in Table 9, 68% of respondents believe that the most important factor influencing the quality of education is school management, 74% as well believes that a favorable climate at school affects the quality of education, 59% in school-family collaboration, 56% in good interpersonal relations staff, 36% in the high expectations of teachers to pupils, 30% in the active involvement of parents in school and finally 19% in good cooperation with external entities.

From the data in Table 9, it appears (Figure 11) that the most important factor affecting the quality of education is the management of the school at a rate of 68%. In a nationwide survey by the Pedagogical Institute in 2007, teachers in answer to the question made to them concerning the factors that in their opinion, most affect the quality of education in today's schools, about half (42%) responded, Headmaster.

The distribution of respondents agrees with their views on factors affecting the quality of education

The respondents in the survey (Table 10), 75% believe that the manager contributes to improving and upgrading the quality of the school by creating a positive climate at school, 70% to promote innovative activities (health education, new teaching methods environmental education, etc.), 55% and 54% by enhancing self-esteem of pupils and enhance self-esteem of teachers, respectively, 54% with the absorption and utilization of financial resources, 47% with the motivation for teachers and 42% with good and constant liaison with the Parents' Association, 32% with the delegation of duties to teachers or groups of teachers, 30% of the development of cooperation with other social institutions, and 7% with adequate handling of

correspondence and documents (Figure 12).

The management of conflict in school, good cooperation between the members in the school society should be priorities for the Director, according to research be Raptis and Vitsilaki, done in 2007. Innovative programs operate as "a fresh breeze" and students escape from the monotony of the training process, deal with interesting topics, learn to become active and socially troubled citizens (Vlachos, 2008)

According to research by the Pedagogical Institute in 2007, the director of the school is crucial for enhancing the quality of education, to the extent related to: a) absorption and utilization of economic resources b) promote innovative activities and c) enhancing self-esteem of students and teachers.

Distribution of respondents according to their views on the skills to be developed by the Headmaster

The overwhelming majority of respondents (Table 11), 90% believes that communication skills are the most basic skills to be developed by the school director, 81% believe the abilities to deal with conflict-resolution problems are the second most important ability, 65% the ability to shape a good climate of cooperation and solidarity among staff, 61% skills for improving relationships between teachers and students, 59% the capacity for development and motivation of staff, 48% the ability to manage and use economic resources, 45% the ability to use new technology and skills to deal with parents, 43% the capacity to implement innovative programs and 40% the skills of cooperation with the school community.

As shown in Table 11, Headmasters first need to develop communication skills (90%), secondly conflict resolution skills (81%), thirdly shaping the climate of cooperation (65%), and finally motivating the staff and utilizing their skills (59%). Comparing these views with tables 8, 9, and 10, the headmaster is crucial to the

quality of education and seeks another modern role as   that of a leader, coach, visionary and guide to the everyday problems of a school.

The schoolmaster must manage human resources, have communication skills to resolve conflicts between his staff, to create an appropriate learning environment, to coordinate and to positively encourage their colleagues (Hitiris & Anninos, 2004).

In order for the headmaster to meet the multiple role demands, he needs to have special skills, know and apply the basic principles of management with emphasis given to handling the human factor. This is very difficult when taking into account the diverse number of problems that a headmaster must deal with. (Saitis, Tsiamasi & Haji, 1997; Katsoulakis, 1999).

The recommendation of Zavlanos (1988) is quite relevant on the matter of adoption of a management style that places more emphasis on communicating with teachers and students, leaving more room for participation. It seems that the ability of communication is the most important and necessary skill.

5.4.   Development of abilities/skills

Distribution of respondents according to their views on the greatest challenge facing a school administrator in the Secondary Education

According to the views of respondents (Figure 14), the most important problems facing a manager is shown by the data in Table 12 that 60% believe that the greatest difficulty of a headmaster is their relationships with students and the limits imposed by the school and 54% believe it is the management of conflicts which reflects the difficulty in managing relationships.

Chapter 6

6.1   Discussion, Conclusions,

The way of organizing an educational system is the result of political choices in a broader political design based on this philosophical background and a specific pedagogy and educational ideology. As a result of these choices the definite allocation of power, responsibilities and powers between the parts of the system, gives the system a centralized or decentralized character. The nature of the educational system is crucial for determining the margins of education officers to exercise command.

In Greece, the administrative organization of education is fully integrated within the broader context of the administrative system of the Greek state and has the same basic features, thus it is excessively centralized, with redundant processes, which tend to propagate duplication and conflict of jurisdiction between individuals and groups, legislative chaos, lack of codification of rules of law, bureaucratic, formalistic and rigid attitude, time consuming and costly procedures. In secondary education, the distribution of power and responsibilities follow the pyramidal bureaucratic organization, which aims to ensure uniformity in the implementation of educational policies and procedures as well as to coordinate and control the exercise of Administrative duties. The entire organizational structure and operation, administration, supervision and pedagogical guidance for secondary education are determined by the decisions of the Ministry of Education and a set of laws, presidential decrees, as well as decrees and Instructions, which set the last detail of all aspects of the educational process.

Therefore the effort of directors becomes very difficult and demanding in order to meet roles which are not clearly defined. On the other hand, the minimum

essential functions transferred to the local level or the educational unit and the detailed planning leave the administrators little room for autonomy and the development of creative initiatives at regional, local and school level. These are the basis for the formulation of a legalistic concept on the position and role of directors as simple non executives to exercise hegemony. According to this view the role of managers is limited to good knowledge and strict enforcement of laws of the State. This perception has contributed to creating a reality that is characterized by a lack of systematic training and relevant training managers of training on modern management. It's about creating a vicious cycle that has not been possible so far to adequately exploit the principles of effective organization and administration in Greek education.

Certainly, the importance of effective organization and management for the successful functioning of the education system and individual educational institutions have always been recognized, but especially in our country, this recognition has not exceeded the level of words and intentions. It seems only recently that the idea is being accepted for the necessity of introducing the principles of management in the administration of education. A key reason for this enhanced interest and importance attached are the results of the investigations that highlight these principles to key players for the attainment of the objectives of education as well as a major factor affecting the quality of education, as far as can be helped to create conditions that facilitate the educational process. The idea of applying the principles of Management in administration of education began anew after it was considered that the organization and operation of modern management was a key tool for rationalization.

The study of the literature review shows that the Manager should possess the qualities that will portray him as a leader. He must combine personal qualities that

encourage and attract others with the ability to set goals and devise ways to achieve them.

Most leadership characteristics can be cultivated through the knowledge of scientific techniques of administration. Knowledge and use of the principles of Management of Headmasters will make them effective in their work.

Considering that the school is a self-governing society in which power and responsibility are equally distributed (Everard & Morris, 1999) it can be said that the implementation of the principles of "Project Management" is one way to allow the school to fulfill its social role and achieve the results expected by the society. The contemporary school should develop personalities among its student body that can meet today's challenges as they emerge from a modern society based on information.

Without wishing to underestimate the other areas (school's resources) of management such as building infrastructure, equipment, finances, I believe that the key to success in the school's reform is the management of human resources. Specifically in the field of human resource management, the implementation of the principles of "Project Management" will result in the use of all personnel in the most appropriate way. The headmaster with conservative and bureaucratic beliefs should transform himself into a leader who inspires ordinary people to do great things.

In order for the Manager leader to respond to his work, he should have the right skills. Skills will be acquired through education and the cultivation on the principles of Administration. These skills are the following:

1   Communication on all levels.

      a. Good communication with the senior management level to create a good image of the school and ensure confidence in the face of Headmaster in such a way that it will create a safe working

environment for staff and which will enable him to devote himself to a common vision of the school.

    b. Good communication with the staff so as to give him the opportunity to have a clear picture of the situation but also to prevent problematic situations and to capitalize on the skills of the staff.

2   Systemic treatment. School is a complex system comprising of:

- The institutional framework which establishes procedures.

- The building infrastructure.

- Training materials - technology.

- Teachers.

- Students.

- The environment.

In a learning organization such as the school, decisions should be taken according to the systemic way of thinking. Thereby we minimize the chances of failure after having taken into account all those factors which could affect the outcome and their interaction.

3   Continuous improvement and development of mental models in decision making by the Headmaster and staff.

4   Application of the appropriate type of service depending on the circumstances of authoritarian (hierarchical pyramid - compliance with procedures or laws) uptil democratic (matrix - towards projects within the school).

5   Proper targeting and incentives. It is important that goals (teaching, research, construction, financial) are realistic and within the capacity of groups in order to create balance and self-esteem that will motivate the next target.

6   Persuasiveness. An ability that allows the Headmaster to convince his staff or

project team:

- About general educational policy set by senior management

- About his policy concerning the guidelines of leadership he has set and

    the vision he holds of the school. His vision may include:

    a. The position of the school in the school community which

        concerns the healthy competition among schools.

    b. The continuous improvement and creation of new procedures to

        improve school functions at all levels (administrative,

        educational, economic, infrastructure) and stems from his role as

        leader.

    c. The interpersonal relationships and creation of a professional

        environment that is in itself a stimuative creation.

7   Programming. Required knowledge to implement a proper process and

experience to avoid deadlocks and delays, and even failures.

8   Controlling. Perhaps the most difficult stage in implementation, particularly in

education and school community, and this is probably contributed to Greek culture.

But it is a stage that without it, there can be no evaluation, assessment, and thus

improvement.

Taking into account the different roles demanded of a headmaster, they should

all simultaneously be performed well along with the skills required of a headmaster

of a school, where students are educated to learn to exploit their potential, to address

issues of family in a social and natural environment, in a period characterized by the

power of information, speed of communication and the serious problems of the

environment, I come to the conclusion that we need a new generation of Headmasters.

This new generation of headmasters will need a well rounded personality, a desire to

achieve all goals that have been set, and in general a broad knowledge about procedures, techniques and tools which are required to obtain their goals. Today, the legal framework concerning education gives a small leeway of autonomy to the Headmaster. But most Headmasters adhere to the strict implementation of the law. This is because they have a limited knowledge of the principles of administration. For this reason a School Headmaster should have knowledge and experience in Management.

By analyzing the study a clear conclusion can be drawn that the new Manager must be certified in the skills of management. This certification must be given by the Ministry of Education.

This certificate indicates the ability of the headmaster to apply the principles of management and leadership in the educational process. This administrative efficiency will result in verifying that education and training makes good managers and they are not necessarily born with these skills but can be and must be trained for the job at hand.

Given the educational and administrative efficiency of the Headmaster, the Ministry of Education could trust him with decision and delegation powers which will allow him to operate independently and freely without being limited to the executive role and to highlight the role of leader. He would be free to formulate the teaching methods and have the responsibility to also formulate the curriculum and be responsible for staff recruitment.

6.2   Recommendations

Concluding: a) the effective administration of the recent years become increasingly more important as a way to deal with the weaknesses of our educational system and its response to new challenges, b) the manager of tomorrow needs to

develop knowledge and management skills in order to exercise effective management,

c) without specific knowledge of the administrative director, he may not be able

respond to new problems in the management of the school,

I recommend:

1. To establish an organization in our country that will develop an educational

    program according to the needs of school management and which pertains to it

    on a permanent basis.

2. To make introductory training mandatory for new headmasters and

    periodically for active headmasters. This mandatory training of headmasters

    involves the principles of project management which includes among others:

    the management of human resources, decision making with the use of various

    techniques, communication, interpersonal relations and the resolution of

    conflicts.

3. To develop academic programs, basic training, postgraduate qualification and

    continuous training of managers, thus helping to enhance the validity and

    reliability.

4. To introduce courses in "organization and management" in the curicculum of

    higher education institutes where prospective teachers are studying.

5. To respect the experience of headmasters who are currently serving this

    position and for them to participate in the identification of needs, planning,

    implementation and evaluation of the training process.

6. Management Conferences should take place (at least once every two years),

    with the participation of executives that specialize in educational management

    coming from Europe and other countries.

7. Female teachers should be encouraged to cover administrative positions.

8. With respect to executive selection, studies in other fields should not have the same gravity as those in the area of project management. Therefore candidates with studies in management should be preferred to those with graduate studies in other areas of expertise.

Finally, in an era in which the world is changing rapidly, it is obvious that those who will assume the role of headmaster must be prepared for lifelong training.

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Appendix

Appendix A - Tables

Table 1 Distribution of respondents in the survey according to sex

Sex	Frequency (N)	Rate (%)
Men	86	86%
Women	11	11%
Unanswered	3	3%
Total	100	100%

Table 2 Distribution of respondents in the survey according to age

Age	Frequency (N)	Rate (%)
36-45	5	5%
46-55	65	65%
>55	21	21%
Unanswered	9	9%

Table 3 Distribution of respondents in the survey according to educational service

Educational service	Frequency (N)	Rate (%)
15-21	28	28%
>21	69	69%
Unanswered	3	3%

Table 4 Distribution of respondents in the survey according to studies

Studies	Frequency (N)	Rate (%)
Degree	65	65%
Postgraduate Diploma	26	26%
Doctorate	8	8%
Other	1	1%

Table 5 Distribution of the respondents in the survey, depending on years of service as a headmaster

Years of service	Frequency (N)	Rate (%)
0-4	60	60%
4-8	8	8%
8-12	16	16%
> 12	16	16%

Table 6 Distribution of respondents in the survey according to training in a subject

Training in a subject	Frequency (N)	Rate (%)
Yes	74	74%
No	23	23%
Unanswered	3	3%
Total	100	100%

Table 7 Distribution of respondents according to their views on the training needs of managers

Views on educational needs of directors	Frequency (N)	Rate(%)
The administration and organization of school	83	83%

Psychology and interpersonal relationships	71	71%
School climate and school effectiveness	64	64%
Conflict Management	62	62%
Motivation of staff	51	51%
Financial management of schools	48	48%
Relations and communication in schools	45	45%
Use of New Technology-Computer Aided	45	45%
Collaboration headmaster with external parties	42	42%
Task Manager	37	37%
Cooperation between Headmaster	36	36%
Management and evaluation of schools	33	33%
Time management in administrative work	32	32%
Procedures for implementation of European projects	31	31%
Educational systems and school administration in other countries	29	29%
Correspondence of public services	19	19%

Table 8 Distribution of respondents according to their views on the key role of Headmaster of a school

Views on the main role of the Director	Frequency (N)	Rate (%)
The cultivation of a positive change in schools	79	79%
Good cooperation between school staff	77	77%
Quality assurance in the psychosocial lives of students at school	56	56%
The innovative actions	56	56%
Good cooperation between schools and parents	55	55%
The application of laws and circulars	52	52%

Motivation and professional development of teachers	45	45%
Monitoring of the implementation tasks teacher	42	42%
The management of financial resources	36	36%
Ensure adequate student learning	34	34%
The delegation of tasks teachers	32	32%
The handling of correspondence and documents	9	9%

Table 9 Distribution of respondents according to their views on factors affecting the quality of education

Views on the factors of quality of education	Frequency (N)	Rate (%)
The school administration	68	68%
The favorable climate of the school	74	74%
The school-family partnership	59	59%
Good interpersonal relations staff	56	56%
The expectations of teachers for students	36	36%
The active involvement of parents in school	30	30%
Good cooperation with external factors	19	19%

Table 10 Distribution of respondents according to their views on the contribution of the headmaster to improve and upgrade quality of the school

Views on the contribution of the director in school improvement	Frequency (N)	Rate (%)
By cultivating a positive climate at school	75	75%
By promoting innovative activities (health education, new teaching methods, environmental education, etc.)	70	70%

By enhancing self-esteem of pupils	55	55%
By enhancing self-esteem of teachers	54	54%
With the absorption and utilization of financial resources	54	54%
With the motivation and professional development of teachers	47	47%
With good and continuous cooperation with the Association of Parents	42	42%
With the development of cooperation with other social factors	30	30%
By assigning tasks to teachers or groups of teachers	32	32%
With sufficient processing of correspondence and documents	7	7%

Table 11 Distribution of respondents according to their views on the skills

developed by the headmaster

Opinions about the skills to be developed by the headmaster	Frequency (N)	Rate (%)
Communication skills	90	90%
Capabilities to deal with conflict-resolution problems	81	81%
Ability to create an environment of good cooperation among the staff	65	65%
Skills to improve relationships between teachers and students	61	61%
Ability to motivate and utilize the skills of staff	59	59%
Management and utilization of financial resources	48	48%
Ability to use new technology	45	45%
Skills to deal with parents	45	45%
Skills to develop innovative programs	43	43%
Skills to cooperate with the school community	40	40%

Table 12 Distribution of respondents according to their views about the difficulties faced by a headmaster

Opinions about the difficulties faced by a headmaster	Frequency (N)	Rate (%)
Relationships with students	60	60%
Managing Conflict	54	54%
The lasting educational changes and the difficulty of assimilation and adaptation	51	51%
The lack of support and training	49	49%
Working with teachers	42	42%
Adequate financing and utilization of financial resources	42	42%
Cooperation with the Association of Parents	22	22%
Relationships with external stakeholders	21	21%
The lack of time	20	20%
Communication with superiors	15	15%
The processing of documents	14	14%

Table 13 Distribution of respondents according to their views on when the headlmaster needs management training

Views on when the manager needs training	Frequency (N)	Rate (%)
Continuous training at regular intervals	90	90%
Before taking office	53	53%
After taking office	9	9%

Appendix B - Figures
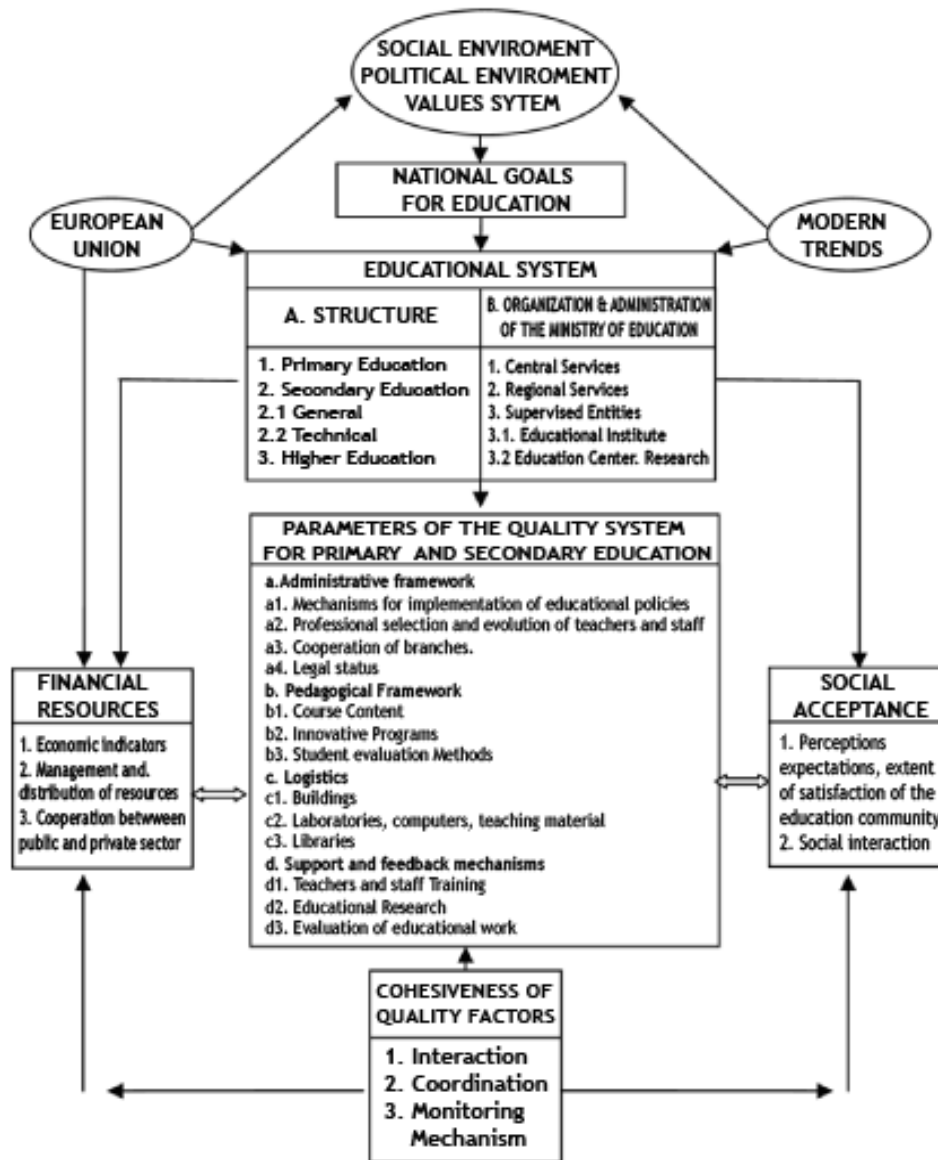
Figure1 Parameters of quality education system
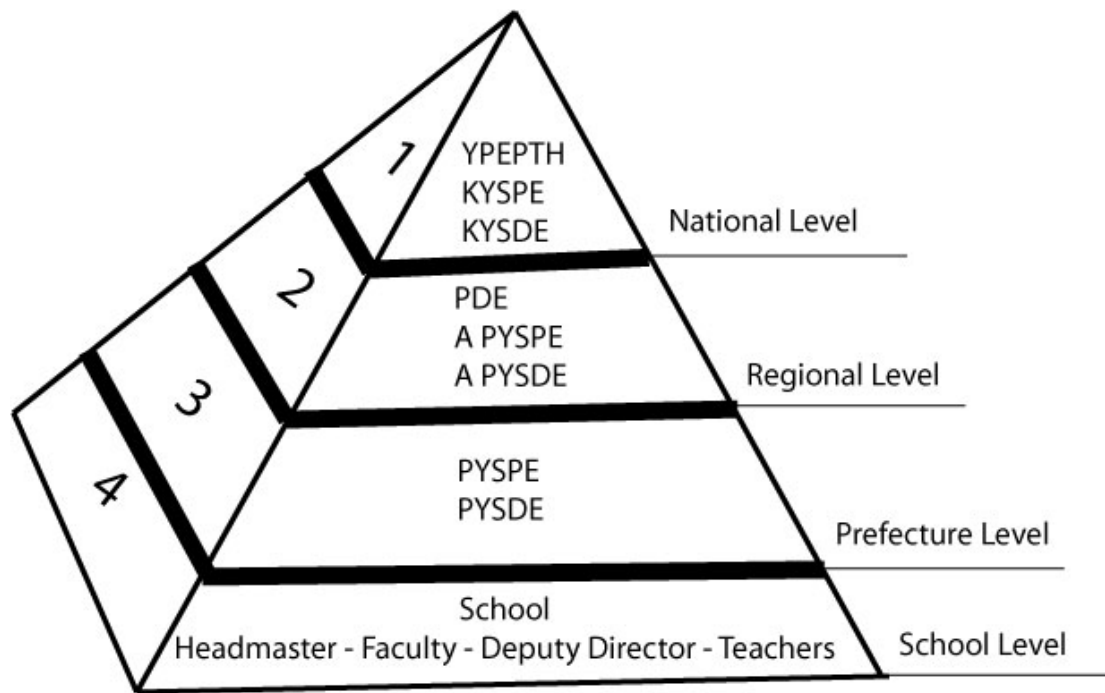
Figure2 Administration Levels of Greek Education
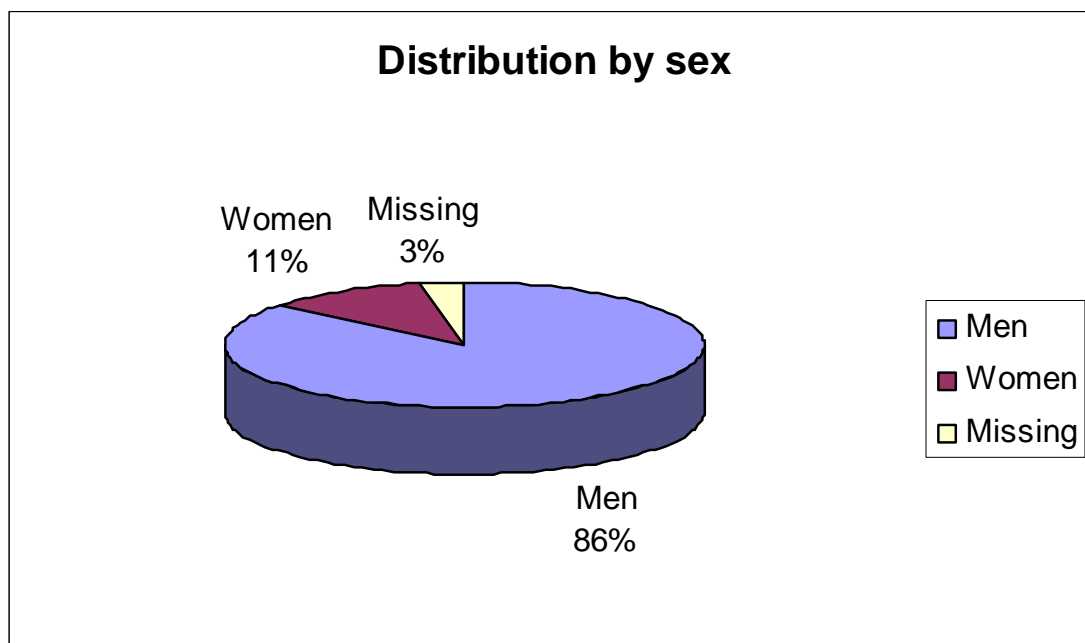
Figure3 Distribution by sex
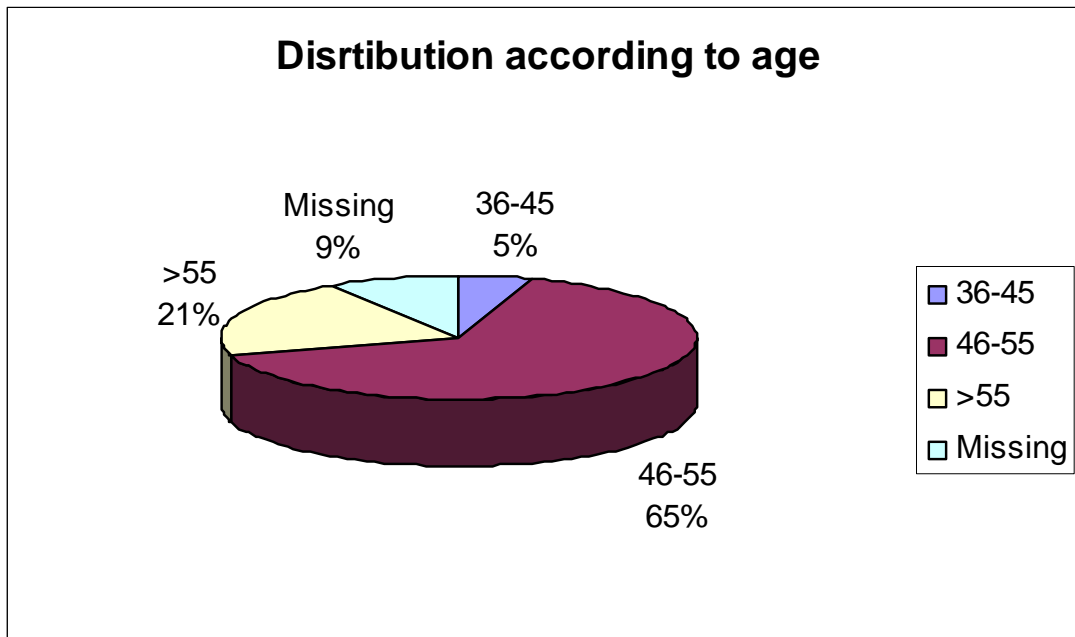
Figure4 Disrtibution according to age
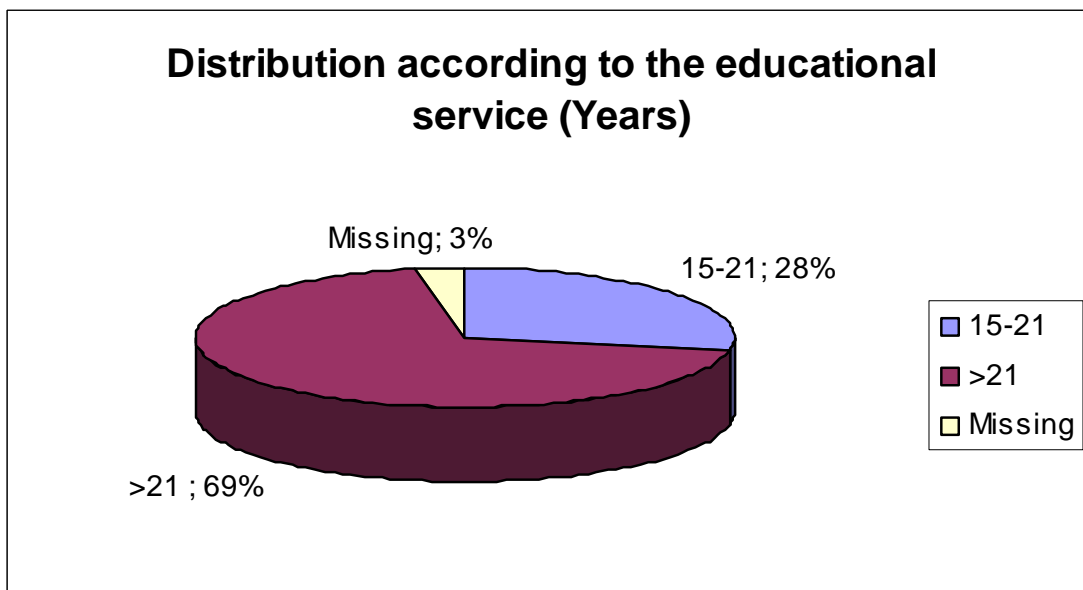
Figure5 Distribution according to the educational service (Years)

Distribution of respondents according to studies

Other; 1%
Doctorate; 8%
Postgraduate Diploma;
26%
Degree; 65%

- Degree
- Postgraduate Diploma
- Doctorate
- Other

Figure6 Distribution of respondents according to studies

Distribution depending on years of service as a headmaster

> 12; 16%
8-12; 16%
0-4; 60%
4-8; 8%

Figure7 Distribution depending on years of service as a headmaster

Distribution according to training in a subject

Yes; 74%

Yes
No
mi
Total

Total; 100%

mi; 3%   No; 23%

Figure8 Distribution according to training in a subject

Distribution according to training needs

32% 31% 29% 19%   83%
33%   71%
36%
37%   64%
42%   62%
45% 45%   48%   51%

■ The administration and organization of school
■ Psychology and interpersonal relationships
□ School climate and school effectiveness
□ Conflict Management
■ Motivation-motivation of staff
■ Financial management of schools
■ Relations and communication in schools
□ Use of New Technology-Computer Aided
■ Collaboration with external parties director
■ Task Manager
□ Cooperation between Headmaster and Association of parents and guardians
□ Management and evaluation of schools
■ Time management in administrative work
■ Procedures for drafting the proposal and implementation of European projects
■ Educational systems and school administration in other countries
■ Correspondence of public services

Figure9 Distribution according to training needs

Distribution according the key role of headmasters

34% 32% 9% 79%
36%
42% 77%
45% 56%
52% 55% 56%

☐ The cultivation of a positive change in schools
■ Good cooperation between educational
☐ Quality assurance in the psychosocial lives of students at school
☐ The innovative actions
■ Good cooperation between schools and parents
■ The application of laws and circulars
■ Motivation and professional development of teachers
☐ Monitoring of the implementation tasks teacher
■ The management of financial resources
■ Ensure adequate student learning
☐ The delegation of tasks teachers
☐ The handling of correspondence and documents

Figure10 Distribution according the key role of headmasters

Distribution according the views on factors affecting the quality of education

30% 19% 68%
36%
56% 74%
59%

☐ The school administration   ■ The favorable climate of the school
☐ The school-family partnership   ☐ Good interpersonal relations staff
■ The expectations of teachers for students ■ The active involvement of parents in school
■ Good cooperation with external actors

Figure11 Distribution according the views on factors affecting the quality of education

Distribution according to the constribution of the headmaster to improve and upgrade quality of the school

- By cultivating a positive climate at school
- By promoting innovative activities (health education, new teaching methods, environmental education, etc.)
- By enhancing self-esteem of pupils
- By enhancing self-esteem of teachers
- With the absorption and utilization of financial resources
- With the motivation and professional development of teachers
- With good and continuous cooperation with the Association of Parents
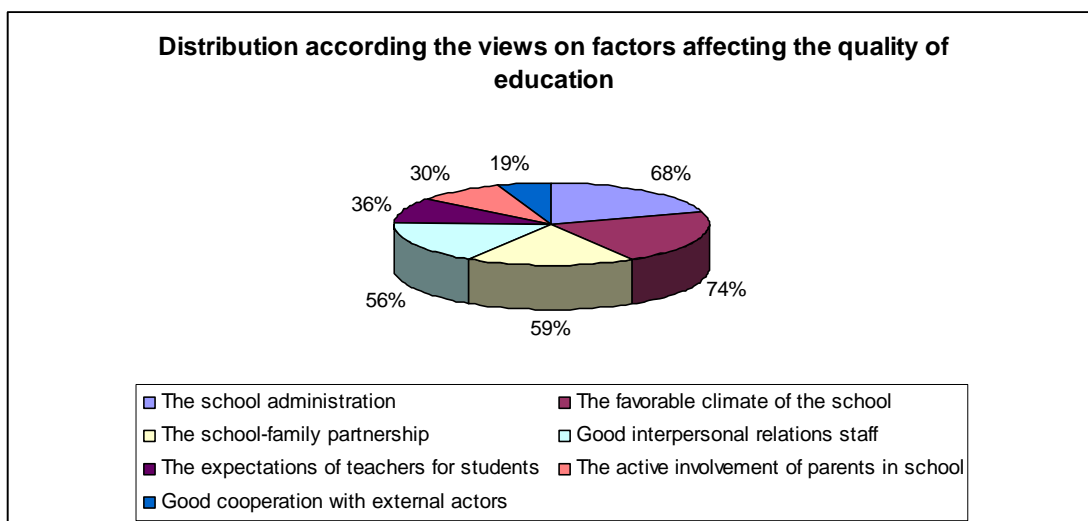- With the development of cooperation with other social factors
- By assigning tasks to teachers or groups of teachers
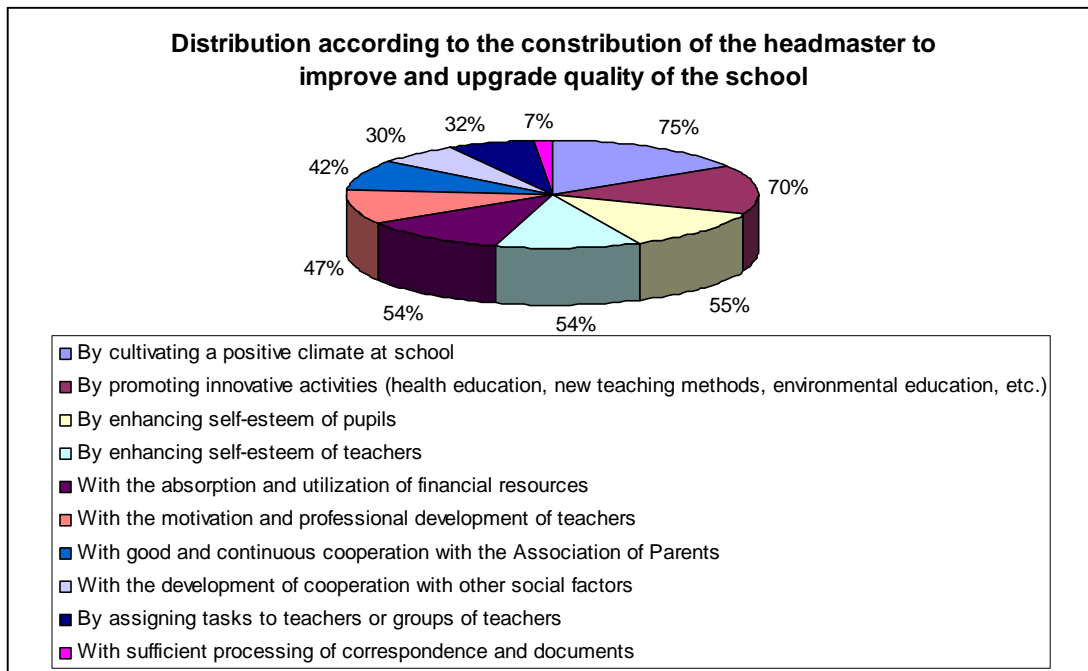- With sufficient processing of correspondence and documents

Figure12 Distribution according to the constribution of the headmaster to improve and upgrade quality of the school

Distribution according to the skills

- Communication skills
- Capacities to deal with conflict-resolution problems
- Shaping climate of cooperation and solidarity among staff
- Skills to improve relationships between teachers and students
- Personal Use and Motivation
- Management and utilization of financial resources
- Ability to use new technology
- Capacities cooperation of school with parents
- Innovative programs
- Capacities cooperation with the school community

Figure13 Distribution according to the skills

Distribution according to the difficulties faced by a headmaster

- ☐ Relationships with students
- ■ Managing Conflict
- ☐ The lasting educational changes and the difficulty of assimilation and adaptation
- ☐ The lack of support and training
- ■ Working with teachers
- ■ Adequate financing and utilization of financial resources
- ■ Cooperation with the Association of Parents
- ☐ Relationships with external stakeholders
- ■ The lack of time
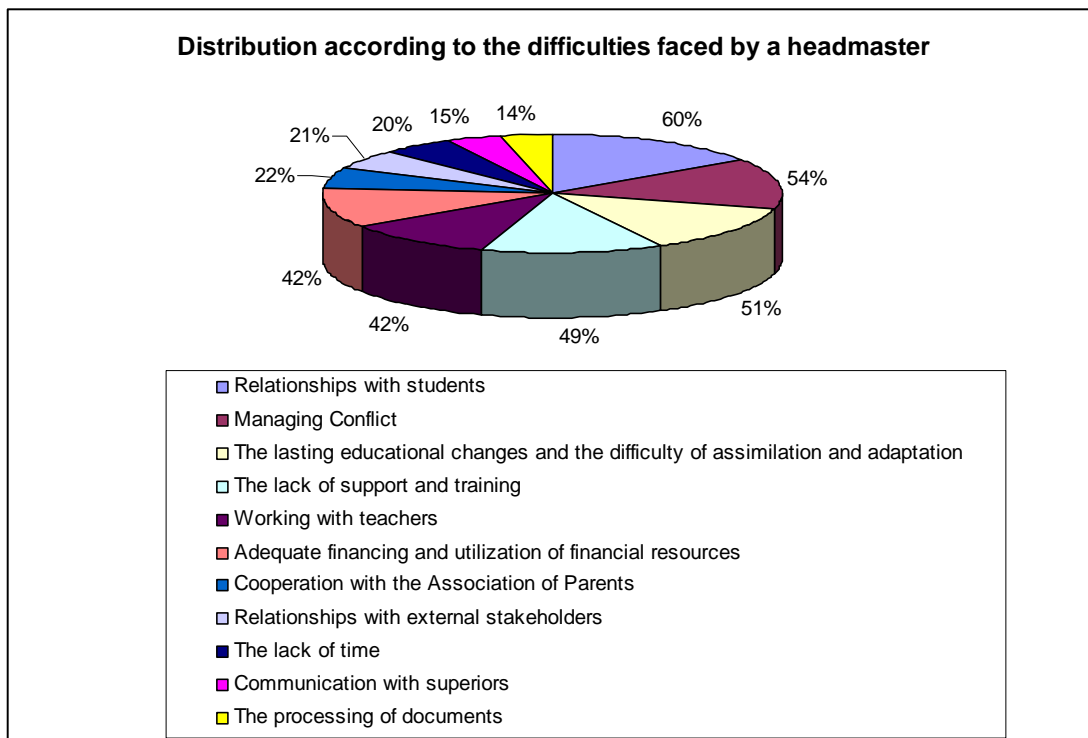- ■ Communication with superiors
- ☐ The processing of documents

Figure14 Distribution according to the difficulties faced by a headmaster

Distribution according to the headmaster needs management training

- ☐ Continuous training at regular intervals
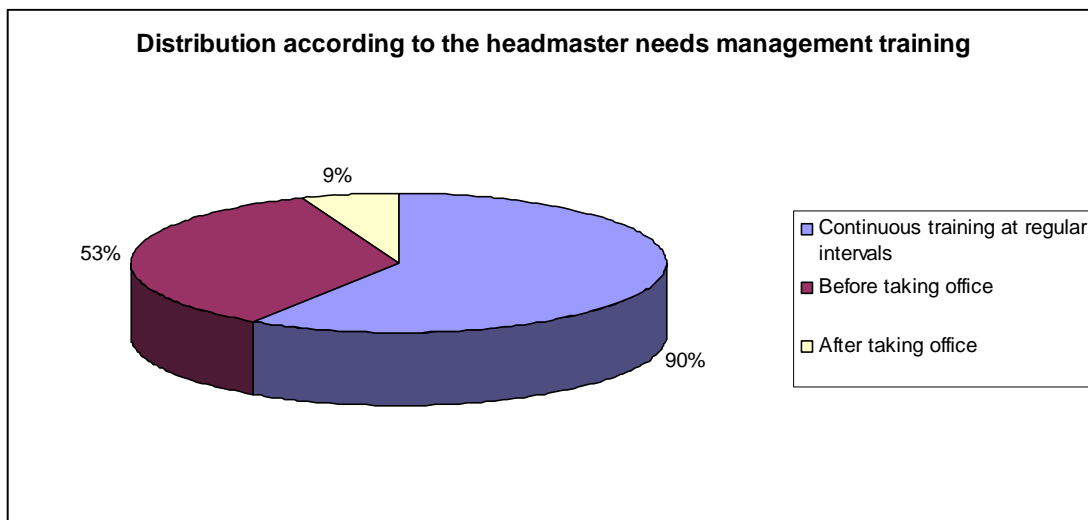- ■ Before taking office
- ☐ After taking office

Figure15 Distribution according to the headmaster needs management training