

ACADEMIC RESEARCH PRESENTATION

School Unit Directors

The School Principal at the Crossroads of Leadership and Administration

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| Executive Summary

Duties & Responsibility Importance

Teachers evaluate all 15 traditional and operational school unit tasks as highly critical, registering general averages consistently higher than 3.0 on a 5.0 scale.

Top priorities emerge heavily around safety, physical environment maintenance, and academic rigor.

Principal Leadership Performance

An acute performance gap is identified: teachers rate current principals highly in managerial and administrative processes, but significantly lower in leadership-focused fields.

Vision-creation and personnel empowerment scored extremely low.

| Introduction & Context

The role of the school principal is complex, defined by a critical dual-nature that balances day-to-day administrative coordination with strategic, high-impact institutional leadership.

While public perception frequently conflates "management" and "leadership," academic and organizational sciences treat these concepts distinctly to measure performance.

Recent research indicates that robust, active school leadership is a vital prerequisite for developing academically and socially effective schools.



| Leadership vs Management



The Leadership Aspect

Focuses on defining strategic long-term visions, creating developmental goals, outlining priority tracks, establishing extra-curricular objectives, and motivating human resource elements.



The Administrative Aspect

Focuses on task implementation, strict adherence to regional educational laws, routine administrative paperwork, maintaining compliance, and preserving established institutional structures.

| Theoretical Framework

As a leader, the director designs visions, priorities, and extra-curricular targets. As an administrator, they are confined to statutory duties and regular operational execution.

— ADAPTE BY CHARALAMBOS
THEOFILIDIS (2012)

| Core Research Questions

2

PIVOTAL QUESTIONS

Driving Objectives

1. Duty Significance

To what degree do secondary teachers consider the standard administrative and leadership tasks assigned to school directors to be important?

2. Active Operational Competency

How effective do secondary educators evaluate their current school directors to be across these responsibility domains in daily practice?

| Methodology & Context



Legal Mandates

School administrative duties in Greece are dictated by Ministerial Decision $\Phi.353.1/324/105657/\Delta 1$, defining formal processes.



Research Scale

Adapted from Theofilidis's (2012) framework. It monitors 15 specific responsibility dimensions covering both core paradigms.



Double Metrics

Two distinct 5-point Likert scales were deployed to capture perceived importance (1-5) and practical effectiveness (1-5).

Methodology Summary

Methodological Parameter	Details and Operational Metrics
Temporal Scope	Academic school year 2013 - 2014
Geographic Scope	Secondary education sector in Athens, Greece
Diagnostic Instrument	Theofilidis (2012) 15-Item Dual Likert Scale Questionnaire
Analysis Dimension 1	Importance (1 = Least Important to 5 = Extremely Important)
Analysis Dimension 2	Effectiveness (1 = Least Effective to 5 = Extremely Effective)

| Research Sample Profile

100%
RESPONSE RATE

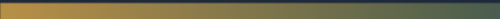
High Engagement Focus

The survey target group comprised secondary educators in active service in Athens, registering complete participation (N=15).

Due to the focused study design, individual demographics were omitted during processing to preserve anonymity and prevent profile identification in comparative data.

Research Analysis

Analyzing Teacher Expectations vs. Current Operational Performance



| Task Importance

Widespread Significance

Teachers view every surveyed responsibility area of their director as highly significant, with all 15 tasks registering a mean score greater than 3.0 on the 1-5 scale.

This validates the comprehensive expectations placed on the modern Greek school principal.

Crucial Focus Clusters

Maximum importance rating (5.0) was given to structural environmental security, clear pedagogical pathways, learning-oriented atmospheres, and institutional connection loops.

| High-Priority Duties



Environmental Stability

Student hygiene, infrastructure safety, spatial aesthetics, and school building maintenance were rated as critically vital (Mean: 5.0).



Academic Excellence

Pedagogical quality improvement, continuous performance monitoring, and establishing active study atmospheres (Mean: 5.0).



Social Cohesion

Open parent-teacher communication, robust feedback systems, and consistent discipline framework execution (Mean: 5.0).

Task Importance Ratings

Specific Responsibility Domain (Greek Ministerial Framework)	Mean Rating (1.0 – 5.0)	Classification
Student Hygiene Living Standards & Environment Welfare	5.0	Extremely Important
Improving Pedagogical Instruction Quality	5.0	Extremely Important
Fostering Family-School Relations & Parent Collaboration	5.0	Extremely Important
Securing Group Discipline and Ordering inside School Units	5.0	Extremely Important
Nurturing Academic Vision and Collective Goals	4.6	Highly Important
Periodic Evaluation of Holistic School Performance Indicators	3.6	Moderately Important

| Historical Alignment

Comparing the 2013-2014 teacher ratings to baseline principal self-assessments from the 1986-1987 academic year (Theofilidis, 1994) reveals strong cross-generational consistency.

There is stable historical alignment on the primary pillars of school execution.

Both datasets prioritize structured student discipline, pedagogical quality, and open channels of communication between principals and instructional staff.

Shared Focus Areas

- **System Order:** Discipline systems remain an operational non-negotiable.
- **Teaching Focus:** Improving actual instructional design values.
- **In-School Networks:** Direct, clear lines of principal-to-teacher communication.

The Performance Gap

Strict Teacher Evaluation

Secondary educators are rigorous and demanding evaluators regarding their supervisors' execution quality.

Principals recorded very low efficiency scores in 8 of the 15 performance domains, highlighting key growth areas.

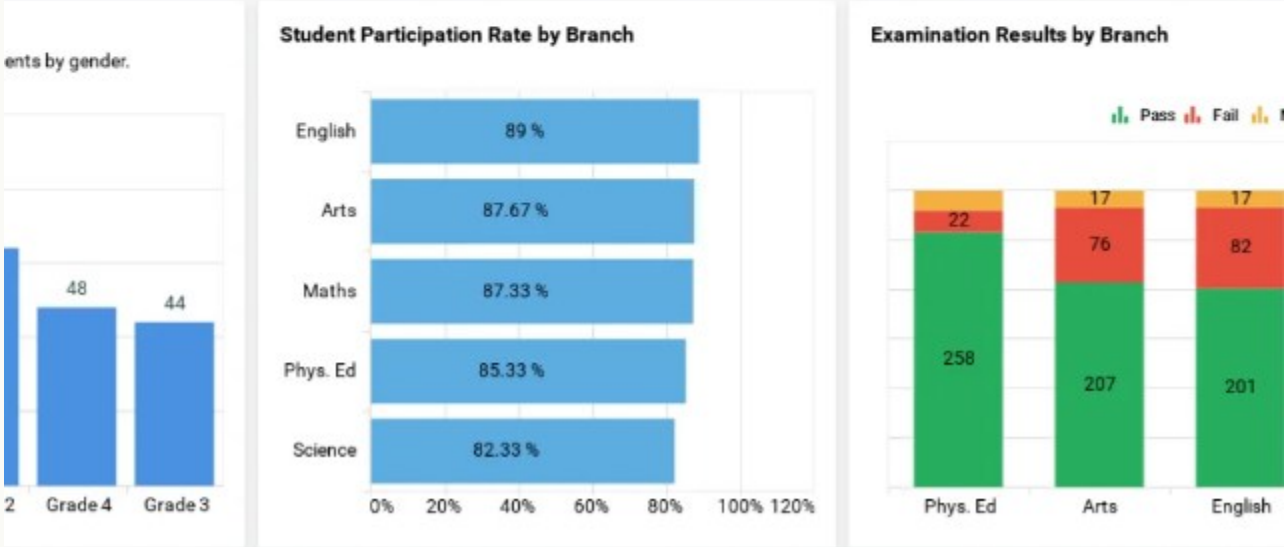
A clear divide emerges: principals manage regulatory systems effectively but fall short in transformational leadership.

ince Dashboard

Data refreshed at Nov 13,2025 11:



Name ^	Gender	Grade Name	Average Marks	GPA	Class Participation Rate	Days Abscent
Buckley	Female	Grade 5	88.40%	3.70	80.00%	2
IPineda	Female	Grade 2	69.40%	2.00	80.00%	2
Ochoa	Female	Grade 1	87.60%	3.70	80.00%	3
Bailey	Female	Grade 2	90.00%	4.00	100.00%	0
ndrews	Female	Grade 5	94.00%	4.00	100.00%	0



Task Effectiveness Ratings

Responsibility Domain Area Evaluated	Average Effectiveness	Core Function
System Archive Organization & Operational Files Maintenance	5.0 / 5.0	Administrative
Student Hygiene and School Infrastructure Welfare	5.0 / 5.0	Administrative
Securing Structured Order, System Compliance & Discipline	4.1 / 5.0	Administrative
Optimal Utilization of Teaching Staff Resources	2.8 / 5.0	Leadership Gap
Formulating Collective Strategic Long-Term Vision	1.4 / 5.0	Leadership Gap
Direct Staff Support, Open Communication & Empowerment	1.0 / 5.0	Leadership Gap

| Leadership vs Management



The data reveals a stark division: directors excel at administrative tasks (5.0) but experience significant challenges in core human leadership and staff empowerment (1.0 - 1.4).



| Key Discovery

"School heads display excellent operational capacity on bureaucratic and systemic duties, but underperform on transformational, inspiring, and human-centric leadership axes."

— SYNTHESIS OF EMPIRICAL RESEARCH METRICS

| Strategic Recommendations



Targeted Training

Transition specialized administrator development programs away from pure bureaucracy toward active team-building and modern coaching skills.



Staff Empowerment

Establish structured, collaborative circles for in-school decision making, leveraging the unique strengths of the instructional staff.



Vision Building

Incorporate collaborative vision and goal setting as a core performance metric for school directors, alongside standard regulatory compliance.

| Literature References

Theofilidis, C. (1994). *Rational School Organization and Administration*. Nicosia.

Theofilidis, C. (2012). *School Leadership and Management: From Bureaucracy to Transformational Leadership (p. 76)*. Grigori Publications.

Greek Ministerial Decision: Υ.Α Φ.353.1/324/105667/Δ1/02 (Government Gazette ΦΕΚ 1340/16-10-02).

Defines legal operational frameworks, duties, and professional criteria for school directors, vice-principals, and educator councils in regional primary and secondary departments.

Questions & Discussion

Thank you for your active participation.