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The contribution of School Principal of Secondary Education in the induction of novice teachers in Greece

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Abstract
This study attempts to investigate the contribution of school Principals in the induction of novice teachers in the Region of Thessaly, Greece. Data were obtained from a questionnaire administrated to 246 school Principals of Secondary Education in autumn 2010. Based on the 173 filled questionnaires of school Principals and the review of extant literature, the following findings were established: a) There is a discrepancy between the personal opinion of the Principals and the daily practice at schools. So, although there is availability and willingness from principal’s side to support the induction of novice teachers, in daily practice obstacles occur preventing them from making their desire come true. b) Women Principals compared with men Principals exhibit smaller discrepancy between theoretical point of view and what they actually do.

Keywords: principal, induction, new teachers, professional development

1. Introduction

1.1 New Teacher’s Induction and Challenges
Flores & Day, 2006). As academic studies prove to be insufficient for a new teacher to enter in educational field without any other support and pre-service training doesn’t mean automatically successful teaching in the classroom, it is important for the novice to be supported in many ways in his earlier career (Korthagen et al., 2006). Teacher’s professional identity is created mostly by experiences at the beginning of the career while influenced by already formed personality (Rots et al., 2007). Good experiences can give a newly qualified teacher a sense of confidence in his abilities, encourage him in creative and productive way and build up resilience when encountering difficult situations or facing complex dilemmas (Wang et al., 2008). Recent studies focus their interest on the impact of school principals on induction process of beginning teachers and pinpoint how critical principals’ contribution is in their professional development (Wood, 2005; Tilman, 2005). The purpose of this study was to investigate the contribution of school principal of Secondary Education in the induction of novice teachers in Greece.

New teachers’ induction intends to facilitate their integration in school, helps them to know the school environment and people working in this, and gives information on educational issues, such as curriculum, lesson plans, resources etc. (Anthopoulou, 1999; Katsoulakis, 1999). Induction is the transition from pre-service training to the practice of the profession, from student status to teacher status (Fantilli & McDougall, 2009); a socialization process, which helps novices to understand better educational praxis, to realize deepen teacher’s role, to practice their craft and improve teaching (Cherian & Daniel, 2008). Induction
programs are supportive investigations and well-planned events for new teachers, that’s why many principals provide a structured program to promote their sustainable, based on school life, professional development (Breaux & Wong, 2003). In many countries there is a lack in induction programs (Johnson & Kardos, 2005); as result new teachers often have difficulty in managing the behavior of students or their diverse needs, difficulty in working with colleagues or dealing with conflicts with parents, stress, burnout and isolation, as well as retention problems. Recent studies have pointed that 30-50% of new teachers are leaving the profession during the first five years (Smith & Ingersoll 2004). Without adequate professional support many teachers appear to be frustrated by unsuccessful attempts to understand formal and informal school culture, to build relationships with school leaders and colleagues or to manage student behavior, what often leads to disengagement and work retirement (Fantilli & McDougall, 2009; Ulvik et al., 2009).

Induction programs can give the impression the teacher has the ability to pursue successfully; can serve as a sign of acceptance and recognition; can cultivate the belief he belongs to the school community or even afford the possibility for further instructional growth (Angelle, 2006). According to Perez et al. (1997), interactive practices such as holding portfolios, making discussions, mentoring or networking, lead to effective support of new teacher’s induction. Such a program should last at least one year in order for the novice to get in contact with all aspects of school life during the year (Hoy & Spero, 2005). Successful induction requires collective responsibility with the principal to keep the lead (Wood, 2005).

Hoy and Spero (2005) describe first year in teaching as critical for teachers’ efficacy. Positive experiences in this year make new teachers more dedicated to teaching and committed to work while teachers who haven’t a successful first period put less effort and leave more easily the profession; certified teachers feel better prepared than the others (Tschannen-Moran & Hoy, 2007).

1.2 The Principal’s Contribution in Induction and Professional Development of Novice Teachers

A school leader has to cultivate a supportive learning environment, to provide resources, to evaluate teachers with a sense of certainty, to retain and develop high qualified teachers (Pashiardis, 2004). If a school principal is oriented to people’s needs and the staff has the feeling he is standing next to it, he listens to it, praises or appreciates it, and shows this in practice all these can be integral to successful induction of novice teachers. Furthermore the principal is the critical agent who emphasizes activities for new teachers’ professional development such us participation in decision making, exchange of good practices, visits to other schools, action research, working groups etc. (Gale & Densmore, 2003).

Principals should encourage new teachers to develop their own professional identity while maintaining a balance between autonomy and participation in the educational community. If the balance leans towards total autonomy, it may soon become a routine, rigid adherence to practice and lead to privatization of the classroom or even to isolation (Sergiovanni, 1996, ref. in Watkins, 2005). School principals arrange for maintaining this balance by promoting young educators’ participation in a professional community of colleagues working toward common goals and make decisions based on shared experiences. This professional community has a powerful effect on teachers’ ability to function effectively in the classroom and adopt teaching strategies that best meet students’ needs; most important, this community must be willing to accept values and ideas expressed by new teachers and
foster an equal relationship between experienced and non-experienced teachers (Fullan & Hargreaves, 1996; Feiman-Nemser, 2003). Recent studies focus their interest on the impact of school principals on induction process of beginning teachers and pinpoint how critical principals’ contribution is in their professional development (Wood, 2005; Tilman, 2005). School leaders are diligent for training and developing a supportive learning environment and responsible for facilitating the transition of young educators from academic studies or other jobs into the educational setting. Throughout this process, principals are expected to identify positive instructional skills of new teachers and support them dealing with their daily problems (Gimbert & Fultz, 2009). Principals should rather involve new teachers in the decision-making process in order not to become disconnected from school goals or isolated from pedagogical discussion. They have to prevent novices from relegating to a role of passive observer, support them to take place to collegial discussion and learning among experienced staff and extend innovative practice (Watkins, 2005). If principals cultivate an authentic sense of caring among teachers, they are expected to show professional care for their students in the same way (Cherian & Daniel, 2008).

Gimbert & Fultz’s (2009) study has revealed four themes related to specific actions of principals, which positively influence the induction and retention of novice teachers: relationships, expectations, perceptions and professional development.

Regarding relations, principals must be actively present in the school, available to assist in any needs or concerns novices have, and build relations of trust. New teachers should be encouraged to submit questions, considering that additional questions are not a sign of weakness but rather a tool for professional development, so principals have to reinforce in every way what increases teachers’ competence (Kardos et al., 2001). They can provide support directly to teachers by visiting classrooms, reviewing lesson plans, providing feedback of effective teaching strategies or helping novices set reasonable goals (Angelle, 2006). Effective leaders are responsible for promoting and maintaining a positive school culture, help young teachers to adapt to and participate actively in this. If novices understand the dynamic of school culture, they can integrate in it and function as members of it, fulfilling the wish to belong to the school staff (Wood, 2005).

Regarding expectations, principals have to assist information and express clear articulated instructions to young educators. If new teachers understand their roles and responsibilities, know exactly what is expected of them and work in an environment that constantly repeats these expectations, they are more likely to increase commitment to their duties and effectiveness at work (Angelle, 2006).

Highlighting principals’ perceptions about novices, literature emphasizes that they must have realistic requirements about new teachers’ employment performance. Furthermore, principals with positive attitudes assist new teachers’ professional development and empower their classroom instructions. According to Cheng & Cheung (2004) new teachers feel more successful if their self-perception aligns with the perception of their principals; they also feel more accepted by their colleagues when it is obvious that the principal accepts them initially and recognizes them (Jackson, 2008, ref. in Gimbert & Fultz, 2009).

Finally, centers professional development, at those already have been reported, such as supporting collegial work, facilitating young teachers to participate in training seminars or cultivating a learning community, we can add principal’s implementation of meaningful mentoring programs and their ability in pairing new teachers with experienced mentors (Johnson & Kardos, 2005).
Novice educators often notice pure quality of support from principal’s side, as key factor on building up problems or leaving the profession (Roberston et al., 2006; Richards, 2004). Other sides it is important to note that principals face unprecedented pressures to promote quality and improvement of the school; if they want to achieve this goal they must primarily rely on professional expertise of veteran teachers and not in the inexperience of novices. Among the two edges principals should keep a balance. Furthermore, educational districts have to encourage and support principal’s participation in developing inductions programs through regulations and statutes (Carver, 2003).

Principals, as educational leaders are responsible for ensuring that a culture of induction and support is integrated within their schools! They have the responsibility to reduce all these elements of school structure that present impediments to new teacher’s successful induction (Cherian & Daniel, 2008).

Finally, we have to mention Carver’s (2003:2) major core tasks for principals to support new teachers’ induction which are: “a. providing site orientation and reviewing key policies and procedures of the school, b. managing the school environment, c. building relationships between principals and teachers, d. fostering professional development and e. facilitating a supportive school environment”.

In conclusion, principals should not assume new teachers’ support as an additional aspect of their work but rather they should incorporate various combinations of abovementioned strategies willingly and naturally into their daily routines; new teachers’ support should be just part of their work!

1.3 The Greek Context

In the Greek education the mechanism of new teachers’ induction doesn’t actually exist. According to the law, a new teacher takes up his duties the first day he/she goes to school; he begins teaching in the classroom without any support, disappointed by the large number of students, learning difficulties students have or the lack of guidance (Anthopoulou, 1999). Two years later, the novice teacher becomes a permanent employee based on evaluation reports by the school principal and the school counselor; he is centrally hired by the Ministry of Education, Lifelong Learning and Religion (Presidential Decree 140/98). During the first two years the novice teacher is required to attend a 100 hour induction training program (Presidential Decree 145/97). Mentorship is also established by Law 3848/2010. The school principal and school counselor should define an appropriate mentor to support the novice in his duties; however this has not been introduced yet.

In the Greek educational system, school principal is responsible to ensure the smooth overall operation of the school; he is administrator as well as educational leader (Decision Φ353/1/324/105657/ 1/8-10-2002). Pursuant to Article 27, the school principal guides and assists teachers in their work, especially novices, undertaking educational initiatives and being a good example himself.

Despite the institutionalization of non-specific framework for novice teachers "nothing prevents the school principal to ensure that new teachers receive the support they deserve" (Anthopoulou, 1999:52). In Thanou’s study (2009) novice teachers of Secondary Education express a difference of opinions regarding principal’s ability to support them in their job, to help them develop their own professional identity or to function effectively in the classroom. On the other hand, studies of Mavridou (2009) and Lazarou (2005), that

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2On Carver’s core tasks was based the questionnaire of this research tailored to the Greek educational reality.
investigated school principals of Primary Education, report that principals try to be friendly to new teachers and cooperative with them. They, also, try to develop a relationship of trust and have an open door in order novice ones to find support for any problem that arises. They help young teachers to participate actively in the school environment and school culture and reinforce their professional development.

2. The study

2.1. Purpose of the Study and Research Questions

The purpose of this study was to investigate the contribution of school principal of Secondary Education in induction of novice teachers. More precisely, an attempt was made to investigate the intent (attitudes) and the practical support of principals in new teachers’ induction in the categories of a. providing side orientation and reviewing key policies and procedures of the school; b. managing the school environment; c. building relationships between principals and teachers; d. fostering professional development of new teachers and e. facilitating a supportive school environment.

The underlying research questions for this study were as follows:

A. Which are the attitudes of school principals in induction of new teachers in the categories of providing side orientation, managing the school environment, building relationships, fostering professional development of new teachers and facilitating a supportive school environment?

B. Which are the practices of school principals in induction of new teachers in the relevant categories?

C. Are there any differences in the relevant categories between attitudes and practices?

D. Is any correlation of demographic and professional characteristics of principals with their attitudes, practices and the difference between attitudes and practices?

E. Is any correlation of school characteristics (type of school, number of students, region) with the attitudes and practices of school principals?

2.2. Methodology, Research Design and Sample

In this study a quantitative analysis was selected as the method of approach. Quantitative analysis gives the opportunity to have a representative sample from a geographically extensive population, looks forward to find relationships between considerate factors and categories, and affords the generalization of results.

As research instrument it was used a questionnaire based on the core tasks Carver has set in her own research. These core tasks are the major for principals to support new teacher’s induction. The questionnaire of our study was constructed on Carver’s core tasks tailored to the Greek educational reality. This questionnaire consists of 9-items on demographic characteristics and 37-items with closed questions, which represent the five major categories of principals’ support on new teacher’s induction. The intention of this questionnaire was to measure attitudes (personal view) of school principals in the perception and induction of new teachers in the categories:

- providing site orientation and reviewing key policies and procedures of the school
- managing the school environment
building relationships between principals and teachers
fostering professional development
facilitating a supportive school environment
as well as practices (daily practice) in the above categories.

Answers were given twice: two five-point Likert type scales were set side by side; one for attitudes (5=absolutely agree, 4=agree, 3=ambivalent, 2=disagree, 1=absolutely disagree) and one for practice (it happens: 5=very, 4=enough, 3=moderately, 2=little, 1=any).

In order to ensure the credibility of the research instrument a pilot study of 20 school principals has taken place (reliability was tested).

The sample comprised 246 principals in public schools of the Secondary Education in the educational district of the Prefecture of Thessaly. The questionnaires were sent via school e-mail to each principal after telephone contact and agreement from the principal’s side. Principals were asked to answer all the questions honestly according to their personal beliefs and practices, since there was no right or wrong answer. They were also assured that their anonymity would be protected.

Data were collected from 2 November 2010 until 3 December 2010. The response rate was 70% (173 completed Questionnaires have been send back via e-mail or post-office).

Descriptive statistics was performed at the beginning for analyzing data. Normality was checked with the Smirnov-Kolmogorov test. Next derived variables per category of questions were created, based on the average scores of questions in each section. Responses were assessed on a five-point Likert type scale. For demographic- job characteristics of the participants the median was taken as a measure of central tendency for qualitative variables. Inferential statistics (hypothesis testing) was carried out by applying parametric methods. The level of statistical significance was set at p = 0.05. Paired t-test, t-test for independent samples and ANOVA were applied, depending on indication. To further analyze differences between subgroups Scheffe’s post-hoc test was used. Correlation of basic variables with Pearson’s test was performed. All tests were two-tailed.

2.3. Findings

77.5% of school principals were men. This reflects the gender demographics of secondary education school principals in the Prefecture of Thessalia-Greece. Most of the principals had a working experience over 25 years. The average number in school administration was 5.1 years. Principals’ average age was 53.85±4.34 years for men and 53.1±4.25 years for women. The majority of principals were university graduates (99.4%). 9.8% of them had two bachelor’s degrees, 13.9% had a master’s degree and only two persons (1.2%) had a doctoral. Regarding the characteristics of the school, favorite type was the secondary high school of small towns (under 100,000 citizens), with an average potential of 100 to 250 students.

Major finding of this study was that statistically significant differences between attitudes and practices were observed in every question of the five categories, with attitudes to have higher scores than practices. Score in "attitudes" superior score to "practice" to all questions. This confirms the hypothesis that there is a discord between what school

3 In Greece there is three years secondary high school and three years senior high school or technical school.
principals believe and what they actually do in perception and induction of novice teachers. The categories of “building relationships between principals and teachers” and “facilitating a supportive school environment” attracted the highest average scores on the scale of attitudes (median 4.37 and 4.31 respectively) while the category “providing site orientation and reviewing key policies and procedures of the school” the lowest one (median 4.02).

The highest average score in the Likert scale regarding practice of school principals was obtained in the category “Building relationships between principals and new teachers” (3.32). The lowest score obtained by the category of “fostering professional development” (graphs 1 & 2). The two consecutive high average scores were found in 1.1 question “Welcome to the new workplace and facilitate the new teachers’ induction” (4.76±0.47 for attitudes and 3.98±0.85 for practice) and 3.4 question “Growing relationships of trust” (4.69±0.55 for attitudes and 3.97 ±0.79 for practice). The lowest scores were observed in 1.7 question “Assignment only limited extra duties and responsibilities” (2.85±1.21 for attitudes and 2.20±1.09 for practice) and 4.7 question “Visit new teachers’ classroom and feedback them” (3.06±1.31 for attitudes and 1.69±1.008 for practice).

**Graph 1. Personal attitude scale performance**

![Graph 1](image)

**Graph 2. Everyday practice scale performance**

![Graph 2](image)
A strong statistical correlation was observed between the variable “Providing Site Orientation” (attitudes) and other variables. Principals, who had more than 4 years in school administration believed to have better relationship with new teachers, us the others. Another important finding was that by women principals, there was less difference between attitudes and practice, compared to men. Apart from the category “Providing Site Orientation”, a statistically significant difference between men and women was observed in the rest categories of practice. Women’s score in the Likert scale was higher than men’s score in every question. The difference in mean value ranged from 0.4 the highest ["Managing the school environment” (practice)] to 0.32 the lowest ["Facilitating a supportive school environment” (practice)]. The differences between men and women on the scale of daily practice are illustrated in Graph 3.

**Graph 3.** Statistically significant differences between men and women in the categories of everyday practice questions
The number of school students was correlated significantly with the categories of “Fostering Professional Development” (attitudes) and “Facilitating a supportive school environment” (attitudes) with principals of small schools to have more negative terms than those of larger schools. These two categories were also associated significantly with the school district. In addition, principals of urban schools show more positive attitudes by fostering professional development and facilitating a supportive school context than the others. Thus, we can say that small and distant from the city schools are not so conductive to professional development of new teachers.

Regarding the “Fostering of professional Development” scale, a statistic significant difference was observed between Senior High Schools and Technical Schools. Principals in Technical schools had a lower attitude-practice difference in comparison with their counterparts in Senior High Schools.

In summary, statistically significant results were found as follows:

1. A difference between attitudes and practices by school principals was found in every category, as well as in every question.
2. Attitudes and practices performed by women principals were in higher agreement than those performed by men principals.
3. Principals of multipurpose schools located in large urban centers had more positive attitudes in promoting the professional development of new teachers.
4. The attitudes - practice difference appeared lower by principals in Technical Schools than by those in Senior High Schools, although in both cases principals had a positive view of what should happen.

3. Discussion
The results of this research confirm the hypotheses originally set, namely the impact of certain factors in the perception and induction of new teachers, as well as the difference
between attitudes and practices by school principals. This discord demonstrates how difficult for principals is to realize their intentions and desires. A number of adverse circumstances prevent them from achieving completely the educational goal, namely the new teacher’s induction, which in turn contributes school improvement and effectiveness.

Principal’s perceptions (attitudes) on supporting new teacher’s induction are quite high on the Likert scale in every category. Principals consider that the initial induction is a very important period for teachers, which influences their instructional development, determines their effectiveness and shapes their professional identity (Flores & Day, 2006; Fantilli & McDougall, 2009). They underline the importance of their role in this induction (Gimbert & Fultz, 2009), focusing on clearly articulated expectations for teachers, a supportive school environment and school culture, an existing learning community, and a shared language around a common mission (Wood, 2005; McCann et al., 2005). Recognizing the lack of experience of novices, principals are willing to offer support, cooperation and a professional relationship with them, in order to promote their development in the profession (Wang et al., 2008; Kardos et al., 2001). They encourage novices to work together or with colleagues in a collaborative environment, which will support new teachers’ induction and retention in their early career and give them the opportunity to exchange experiences, to develop instructional skills, to participate in decision-making process (Meyers et al., 2001), to adopt teaching strategies, which more effectively meet student needs, to grow up relations of trust, and to feedback them (Watkins, 2005). Effective principals support the cultivation of a school environment that encourages novices to take control of teaching and set high expectations for performance and students achievement as well as for their mental health (Sergiovanni, 1996, ref. in Watkins, 2005; Wong, 2004). They believe that the induction process contributes new educators’ professional development, so they try to support teachers collaboration and facilitate opportunities for instructional training (Gimbert & Fultz, 2009; Wood, 2005), while trying to create a collaborative learning environment and foster a collegial culture among staff (Feiman-Nemser, 2001). Based on the findings of this study, principals of multipurpose schools in large urban centers promote new teacher’s professional development more than the others.

The abovementioned principals’ desire to support new teachers’ induction is being implemented only partially in practice. The average score in practice in Likert scale was lower than this in attitudes in all categories. The lower score, however, doesn’t mean a lack of actions from the principals’ aspect but rather a non-systematic execution of the duties and operations that principals have to complete.

The highest average score in the Likert scale regarding practice of school principals was obtained in the category “Building relationships between principals and new teachers”, maybe because principals consider developing a good working relationship depends entirely on their own actions and behavior, so they do their best to implement what profess. They try to build confidence by using communication skills that promote an open dialogue, in which questions or concerns can freely express (Kardos et al., 2001). Realizing the inexperience of young educators they try to have realistic expectations, to recognize them and reward new teachers’ performances (Gimbert & Fultz, 2009).

The attitudes – practice difference is in line with the findings of the study of the Greek National Centre for Educational Research (Koutouzis, 2008)\(^4\). This research has also

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\(^4\) This research has been presented in an article in the newspaper “Kathimerini” (24-6-2007), entitled “School principals without vision” on the website.
showed that only few principals implement in practice the educational goals of the school. The reasons are said to be time spent on bureaucratic procedures and operational problems on daily revolver issues\(^5\). 87.5% of school principals in the mentioned study report their main concern is to fulfill all the vacant posts of teachers and ensure educational specificities in all modules at the beginning of the school year and during the school period. In addition, in many schools there is a lack of secretarial services that makes operations such as keeping a record in the school, extremely time-consuming for principals.

Therefore, processing of school routine and bureaucracy abstract principal’s valuable time, that could be devoted to the productive communication and collaboration between them and new teachers and their adequately prepare to teach in the classroom (Fantilli & McDougall, 2009).

Despite these dysfunctional circumstances, principals are required to mobilize instructional development, provide opportunities to establish a collaborative school climate and achieve teachers’ induction as possible. In this attempt they have to undertake initiatives, set educational goals, build on experiences from different schools and educational systems, exploit on extra knowledge of languages, and new technology and implement skills gained in graduate or postgraduate level (Watkins, 2005). However, the results of this study demonstrate that only a small percentage of principals had an additional degree or postgraduate diploma\(^6\). A noteworthy and maybe not independent finding of the Greek National Centre for Educational Research, is that only few principals set educational goals in school, such as limiting the release of school students, integrating students with diverse needs (special needs, different ethnicity or religion) or implementing innovative programs and activities (Koutouzis, 2008). However, effective schools need principals, who will take the personal responsibility to make sure targets will succeed, use ingenuity to overcome difficulties, and develop problem-solving skills through everyday life and experience. As an indicative finding of this study older principals have more positive terms in the category of "managing the school environment," while principals with more than four years in administration believe to have better relationship with novice teachers than the others. Additional qualifications, also, seem to help principals to understand better the nature of school problems or difficulties in organizational management and to form a more realistic view of things (principals with additional studies showed less enthusiastic in the categories of “managing the school environment” and “building relationships between principals and new teachers”).

In this study attitudes and practices performed by women principals were in higher agreement than those performed by men principals. This may be related to the way men and women organize their life and build relationships. As Gilligan (1990, referred in Noba-Kaltsoni, 1995) says, “connect with others” seems to be the most important value-orientation in the socialization process of women while “distance and social achievement” plays a more significant role in men’s value-orientation. Women tend to identify moral with responsibility and obligations towards others, with altruism as a key component of their moral code (Gilligan 1990, as above). According to the survey of Normore and Jean-

\(^5\) In addition, research findings of Kouloumpharis (no date) and Christodoulou (2007) demonstrate, that principals declare they spent much and valuable time on bureaucratic procedures as well as in resolving operational problems of the school such as deficiencies in supplies or damage repair in buildings.

\(^6\) This finding agrees with the equivalent of Kouloumpharis’ study: a total of 97 principals of Primary, Secondary and Technical - Vocational Education, only 7 held a master’s degree, of which 3 had a doctoral.
Marie (2008), women principals adopt practices aimed at reduction of differences and respect for diversity; they connect theory with practice and implement participatory processes. Women are socialized to show their feelings and emotions; to care for others; to judge outcomes based on their impact on relationships. Women principals are more participative and collaborative and they value close relationships with colleagues, students, parents and other school members (Marshall & Wand, 2004). According to the results of our study we cannot say that women are better principals than men – only that they seem to realize their desires to a greater extent compared to men.

The attitudes-practice difference appeared lower by principals in Technical Schools than by those in Senior High Schools, although in both cases principals had a positive view of what should happen. Maybe in Senior High Schools the academic guidance of students raises greater expectations by principals, which can not correspond to the final result (in Technical Schools there isn’t such a pressure for high academic performance of students).

4. Conclusion

Concluding, new teachers’ induction meets multiple problems focusing on objective factors, incorrect actions of principals or lack of “administration training” and “management of human resources”. The fact that the dimension between attitudes and practice occurs in all categories leads us to the hypothesis that a very important role plays, if the principal considers himself as an “educational leader” or just manager and if he, also, looks the school as a unit, which not only applies the above settings educational reforms and tries to function properly, but furthermore is responsible and willing to make changes; an educational leader should have a vision to transfer to his colleagues (Bourandas, 2010; Bush, 2009).

Indicative, however, is the conclusion of Christodoulou’s research (2007), that principal’s profile hasn’t change the last 10 years in Greece, although the general legal framework governing principals until 2002 gives an added bonus for science instructions and qualifications of school principals.

Regarding new teachers’ induction findings in practice field show much remains to be done. Principals’ answers in practice field should be placed within the economic and social situation of Greece the time it surveyed, with many changes in school administration and teachers’ status to take place (for example unit of small schools, reduction of recruitment, reduce salaries or further changes in the structure of Secondary Education’s school). In this perspective, principals’ responses may partly reflect low expectations or general the social situation and not a lack of support in the induction of new teachers. In all cases, however, the discord between attitudes and practice points that principals have realized there is a problem by novices’ induction.

The findings of this study reflect attitudes and practices of school principals in Secondary Education in Prefecture of Thessaly and not in whole Greece. In urban centers or in schools with better working conditions and better resources results may differ, so it would be risky to make any generalization. This research, however, is a first try to record trends, beliefs and practices of school principals in Greece according to new teacher’s induction. This research could be an opportunity for a new study which will further investigate the causes of discord between attitudes and practices of school principals in perception and induction of novice teachers.
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