

Variation of perceptions of Physical Education teachers on the principal's level of effectiveness according to their age, gender, years of service in the same school and stage of service.

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Abstract:

Problem statement: There is an extensive amount of evidence regarding the role of school principals through the perceptions of teachers as its positive relationship with school efficiency factors has been highlighted. However, there are no studies to explore the perceptions of physical education teachers on the personality and leadership style of their principal. **Purpose:** The purpose of this study was to examine how age, gender, years of service in the same school and stage of service differentiate the perceptions of Physical Education (PE) teachers on the efficient performance of their school principal through the factors that express the main leadership functions. **Approach:** A total of 223 PE teachers (127 male, 96 female) who served during the school year 2017-2018 in the school units of primary and secondary education of the prefectures of Pieria and Imathia of the Regional Directorate of Central Macedonia of Greece, participated in the survey. The perceptions of PE teachers about the efficiency of their principal were measured through the questionnaire of Paschiardis and Orphanou (1999). **Results:** All factors demonstrated acceptable internal consistency. A one-way analysis of variance and post hoc test revealed that that the age of PE teachers differentiates the factor “cooperation with the ministry’s officials”, the stage in which PE teachers serve differentiates the factors “problem solving and decision making”, “relationships with parents and the local community”, “organization and administration”, “cooperation with the ministry’s officials” and “professional development of the principal” and the years of service in the same school differentiate the factors “problem solving and decision making” and “organization and administration”, while t test revealed that the gender differentiates the factor “human resources management”. **Conclusions:** PE teachers’ perceptions about effective school leadership are different depending on their demographic characteristics.

Key words:-administrative ability, educational leadership, principal competency, school efficiency

Introduction

School leadership is a central issue in the newly established field of educational administration but also a pressing issue in the contemporary educational reality as, in accordance mainly with international researches (Hopkins, 2001; Leithwood & Rielh, 2003; Sergiovanni, 1990; Brauckmann & Pashiardis, 2009; Marzano et al., 2005; Kythreotis και Pashiardis, 2006. Kythreotis et al., 2010), it is directly related to the quality, efficiency and effectiveness of school organization. It is also a complex, multifactorial and demanding work with moral components, administrative, educational, interpersonal dimensions and social implications (Murphy, 1990; Sergiovanni, 1991; Greenfield, 1995). Recognizing the crucial role of the principal-leader with respect to his effect on student results (Heck, Hallinger 2014; Sebastian, Allensworth, 2012; Sammons et al., 2011; Louis et al., 2010), but also on factors related to the educational staff (Taliadorou, Pashiardis 2015; Hulpia et al., 2011), the present study attempted to investigate the principal’s attitude with specific performance criteria, using the opinions of physical education (PE) teachers as effectiveness indicators for the leadership role and the ability to respond to administrative tasks. Various surveys worldwide study the effectiveness of the school leader through the perceptions of teachers (Pashiardis, 1995; Pashiardis, Orphanou, 1999; Sebastian, Allensworth, 2012; Hauserman, Stick 2013; Hallinger, Liu 2016; Hariri, Monypenny, Prideaux, 2016). Besides, according to Pashiardis et al. (2005), the effectiveness of a leader depends on how other people see him as a leader when performing his administrative duties.

In this research study we are attempting to approach the effective principal-leader of the school unit according to the opinions of PE teachers and to look into the appropriate model of an effective school leadership through the descriptions of their personal experiences concerning school leadership. This specific specialty of teachers deals with the teaching of a cognitive field with special goals, structure and organization and a bigger

workload (Mäkelä et al., 2014b; Mäkelä και Hirvensalo 2015; Sandmark, 2000, Sandmark et al., 1999) than the rest of the curriculum. In this sense, they face difficulties and problems that require special treatment and the assistance of the school unit's principal to be solved. The present study proves that the opinions of PE teachers about an effective school leadership varies depending on the "gender", "age", "stage of service" and "years of service in the same school". Identifying and evaluating "effectiveness" in education is a difficult and complex attempt due to the fact that as a concept it has multiple (and contradictory) significations and as a practice it is a function of many variables (Pamouktsoglou, 2001). In general, it could be defined as "*total measurement of the satisfaction of social needs through school success*" (Gaskell, 1995). Its basic parameters are considered to be the administrative framework of education, the "effective" teacher, the organized, purposeful and safe work atmosphere / the favourable school climate on the basis of an interpersonal cooperative communication of teachers and of teachers-students, the evaluation of the educational work, high expectations for student performance, the school-parents relationship (Edmonds, 1979) and mainly, the educational leadership as the cornerstone of an effective school (Theofilidis, 1994; Pashiardis and Pashiardi 2000; Papanoum 1995; Pashiardis 2004; Athanasoula-Reppa, 2008).

In order for the important leadership role to be effective in today's complex and demanding environment it requires specialized knowledge and skills (Yan & Ehrich, 2009), such as knowledge of curriculum and teaching development principles, of evaluation procedures, deep knowledge and understanding of the different forms of leadership, as well as skills of communication, creative and critical thinking and crisis management (Scott & Webber, 2008; Darling-Hammond, Meyerson, LaPointe, & Orr, 2010; Leithwood, Louis, Anderson, & Wahlstrom, 2004). In the attempt to evaluate leadership skills of school units' principals through the perceptions of PE teachers, the present study adopted the questionnaire of Pashiardis and Orphanou (1999) that covers the factors that affect PE teachers' opinions for the effective leadership of a principal. The questionnaire statements were made by its creators taking into account the literature for effective schools and effective leadership. In particular, the questionnaire consists of fifty-seven (57) statements reflecting the competencies that a school principal must have in order to be effective. Such statements are structured around the following nine (9) thematic units that refer to the main leadership functions: school climate, school leadership and administration, curriculum development, human resource management, administration and financial management, student management, professional development and internal services, relationships.

The contemporary school principal, going beyond the role of the "manager" of the school unit's educational issues and of the "processor" of centrally originating laws, provisions, circulars and instructions, is becoming a co-modulator of educational policy: creating and promoting the school community vision, inspiring and providing positive motivation to teachers, ensuring their consistency and good cooperation, exploiting creatively their potential and inclination and encouraging their initiatives by controlling and evaluating their work and working with the parents and the student community for the organization of school life in a climate of understanding and responsibility. (Koontz & O'Donell, 1982; Bourantas, 2005; Athanasoula-Reppa, 2008; Kouloumparitsi et al., 2010). Based on the above, it is considered necessary to define what affects PE teachers' opinions concerning effective administration of the school unit so that they feel satisfied, thus contributing to the achievement of the objectives of the school organization.

Aim The aim of this study was to investigate how the physical education teacher's perceptions vary regarding the efficiency of their principal in every factor expressing the main leadership functions based on their demographic characteristics.

Material & methods

The questionnaires were mainly distributed through the personal contact of the researcher with PE teachers within school facilities. PE teachers filled in the questionnaire anonymously in the teachers' office during school breaks. The sample consisted of two hundred twenty-three (223) PE teachers of the school units of Primary and Secondary Education of the prefectures of Pieria and Imathia, of the Regional Directorate of Central Macedonia of Greece. Two hundred twenty-three (223) questionnaires were completed. Below is the participants' profile.

Table 1. Gender, age, work experience at the same school and level of education of the participants.

Gender	N	%
Male	127	57,3%
Female	96	42,7%
Age	N	%
Below 29 years of age	3	1,4%
30-39 years of age	11	5%
40-49 years of age	65	29,3%

50-59 years of age	144	64,4%
In the same school	N	%
0- 4 years	107	48%
5-9 years	45	20,2%
10-14 years	32	14,3%
15-19 years	18	8,1%
20 and above years	21	9,4%
Level	N	%
Primary School	130	58,4%
Middle School	50	22,2%
High School	43	19,5%

Experimental Tool.

The questionnaire of Pashiardis and Orphanou (1999) was chosen for the purposes of the present research. This specific perceptions measuring instrument of the teachers participating in the research was used in a previous research of Pashiardis and Orphanou (1999) and was considered to be very reliable with a reliability index of $\alpha=0,94$ (Cronbachs' $\alpha=0,94$) and valid as it was evaluated by a team of experts in educational leadership issues. For the purposes of the present research, it was initially translated in Greek with the method of translation and back translation by two experienced translators. Then a thorough study of the questions was carried out in order for them to match the Greek educational system and to fulfill the research objectives. Moreover, the validity of the measuring tool content was assessed by three expert scientists of the field. Before sending the questionnaire to the participants, it was considered appropriate to conduct a pilot survey to a sample of 200 teachers and then a factor analysis was performed to guarantee the validity of the questionnaire. Fifty-four (54) questions were finally kept and nine (9) units: school climate, problem solving and decision making, relationships with parents and local community, human resource management, organization and administration, student management, school programs, cooperation with the ministry's officials, professional development of the principal.

Validity analysis (alpha Cronpach) presented satisfactory results. The internal coherence of factors was high (.894 - .966), confirming in this way the developers of the questionnaire.

Factor	Cronbach's Alpha
1 School climate	0,960
2 Problem solving and decision making	0,966
3 Relationships with parents and local community	0,950
4 Human resource management	0,912
5 Organization and administration	0,925
6 Student management	0,911
7 School programs	0,791
8 Cooperation with the ministry's officials	0,836
9 Professional development of the principal	0,894

For the statistical processing of data the statistical package IBM SPSS Statistics v25 was used. Due to the interval scale used which allows the use of parametric methods mostly means, typical deviations and frequencies were used. One-way ANOVA was used to reject or accept zero hypothesis (H_0) that "the perceptions of PE teachers on the level of Administration Competency that accept the fact that the Principal is actually competent, do not vary according to age, years of service in the same school, stage of service ($\mu_1=\mu_2=\mu_3=,\dots,=\mu_v=0$, $p < 0,05$). Bonferroni test, one of Post Hoc tests, was used in the study, because group variances weren't homogenous ($p < 0,05$). Also, an Independent Samples t-test was conducted for the acceptance or rejection of zero hypothesis (H_0) that "the perceptions of PE teachers on the level of the principal's Administration Competency does not vary according to the variable "gender" ($\mu_{men}=\mu_{women}$, $p < 0,05$). The statistical significance level was regarded as Alpha (α) level of significance, which was $p < .05$.

Results

The independent t-test (see Table 1) was used to examine whether there were statistically significant differences in physical education teachers' perceptions regarding the dependent variables, school climate, problem solving and decision making, relationships with parents and local community, human resource management, organization and administration, student management, school programmes, cooperation with the ministry's officials and professional development of the principal and the "gender" variable (male, female).

Table 1. The t-test results of the study group with regards to gender variable

Scale	Gender	N	Mean	S.D.	t-Value	p-Value
School climate	Man	124	3.60	.924	1.545	.124
	Woman	91	3.40	1.015		
Problem solving and decision making	Man	125	3.74	1.082	1.386	.167
	Woman	91	3.53	1.142		
Relationships with parents and local community	Man	124	3.54	1.140	1.082	.281
	Woman	94	3.37	1.106		
Human resource management	Man	123	2.91	1.204	2.012	.045
	Woman	91	2.59	1.080		
Organization and administration	Man	124	3.91	1.015	1.089	.277
	Woman	92	3.76	1.004		
Student management	Man	124	3.30	1.189	.790	.431
	Woman	90	3.17	1.163		
School programmes	Man	122	3.33	1.118	1.307	.193
	Woman	92	3.12	1.178		
Cooperation with the ministry's officials	Man	125	4.07	.9797	1.526	.129
	Woman	94	3.86	1.091		
Professional development of the principal	Man	124	3.41	1.131	1.439	.152
	Woman	91	3.19	1.059		

As described in Table 1, statistically significant difference is found in regard to the gender variable of PE teachers at the sub-scale “human resource management” ($t=2.012$; $p<0.05$). In particular, male PE teachers are more satisfied than women. No statistically significant differences are found among the others sub-scales of the study group.

One-way analysis of variance (see Table 2) was used to examine whether there were statistically significant differences in factors relative to physical education teachers' age (>29, 30-39, 40-49, 50-59).

Table 2. The ANOVA test results of the study group with regards to age variable

Factors	>29	30-39	40-49	50-59	Significance of difference P
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	
School climate	3.19 (1.37)	2.91 (1.01)	3.49 (.91)	3.58 (.97)	$F(3,213)=1.648$ $P=.179>.05$
Problem solving and decision making	3.52 (.72)	3.07 (1.05)	3.51 (1.05)	3.77 (1.13)	$F(3,213)=1.893$ $p=.132>.05$
Relationships with parents and local community	3.14 (1.65)	3.03 (1.04)	3.45 (1.01)	3.52 (1.17)	$F(3,216)=.745$ $p=.526>.05$
Human resource management	2.2 (.8)	2.6 (1.18)	2.82 (1.03)	2.78 (1.22)	$F(3,212)=.357$ $p=.784>.05$
Organization and administration	3.6 (1.2)	3.58 (1.11)	3.79 (.96)	3.90 (1.02)	$F(3,214)=.507$ $P=.678>.05$
Student management	2.4 (1.51)	3.03 (1.09)	3.34 (1.04)	3.23 (1.23)	$F(3,212)=.793$ $P=.499>.05$
School programmes	2.77 (1.35)	2.6 (1.38)	3.21 (1.12)	3.31 (1.29)	$F(3,212)=1.420$ $P=.238>.05$
Cooperation with the ministry's officials	4.16 (.76)	3.31 (1.29)	3.78 (1.11)	4.12 (.94)	$F(3,217)=3.406$ $P=.019<.05$
Professional development of the principal	3 (1)	2.93 (1.26)	3.26 (1.01)	3.39 (1.13)	$F(3,213)=.760$ $P=.518>.05$

From the variation analysis presented in Table 2, it is concluded that there are statistically significant differences depending on the age of physical education teachers' in relation with the sub-scale “Cooperation with the ministry's officials” as the significance levels are smaller than the statistical significance level ($F(3, 217) = 3.406$, $p = 0,019<0.5$). Specifically, PE teachers of 50-59 years of age seem to be more satisfied, as they consider that their principals apply the abilities of the above factor at a greater level than their colleagues of different age groups. For the other factors, there are no statistically significant differences.

Similarly, one-way analysis of variance (see Table 3) was used to examine whether there were statistically significant differences in factors relative to physical education teachers' “stage of school” they serve (elementary, middle, high school).

Table 3. The ANOVA test results of the study group with regards to “stage of school” variable

Factors	Elementary School Mean (SD)	Middle School Mean (SD)	High School Mean (SD)	Significance of difference p
School climate	3.53 (.99)	3.30 (1.05)	3.74 (.71)	F=(2,213)=2.398 p=.093>.05
Problem solving and decision making	3.72 (1.12)	3.17 (1.18)	3.98 (.82)	F(2,213)=6.882 p=.001<.05
Relationships with parents and local community	3.44 (1.16)	3.25 (1.1)	3.82 (.96)	F(2,216)=3.150 p=.45<.05
Human resource management	2.77 (1.12)	2.66 (1.29)	2.99 (1.13)	F(2,212)=.894 p=.411>.05
Organization and administration	3.88 (.98)	3.53 (1.17)	4.15 (.77)	F(2,214)=4.504 P=.012<.05
Student management	3.25 (1.17)	3.04 (1.33)	3.51 (.97)	F(2,212)=1.738 P=.178>.05
School programmes	3.29 (1.11)	1.32 (.19)	3.3 (1.04)	F(2,212)=.584 P=.559>.05
Cooperation with the ministry's officials	4.07 (.94)	3.63 (1.29)	4.14 (.89)	F(2,217)=3.895 P=.022<.05
Professional development of the principal	3.30 (1.04)	3.06 (1.28)	3.73 (1)	F(2,213)=4.268 P=.015<.05

Regarding the factor “problem solving and decision making”: The results suggest that there are statistically significant differences between groups $F(2, 213) = 6.882$, $p < .05$. Post-hoc Bonferroni tests were calculated at confidence level $p < .05$. The results indicate that a statistically significant difference exists between the perceptions of PE teachers who serve in elementary schools and those who serve in middle schools ($p < .01$) and b) in the perceptions of PE teachers who serve in middle schools and those who serve in high schools ($p < .001$).

Regarding the factor “relationships with parents and local community”: The results suggest that there are statistically significant differences between groups $F(2, 216) = 3.150$, $p < .045$. Post-hoc Bonferroni tests were calculated at confidence level $p < .05$. The results indicate that a statistically significant difference exists between the perceptions of PE teachers who serve in middle schools and the ones who serve in high schools ($p < .045$).

Regarding the factor “organization and administration”: The results suggest that there are statistically significant differences between groups $F(2, 214) = 4.504$, $p < .012$. Post-hoc Bonferroni tests were calculated at confidence level $p < .05$. The results indicate that a statistically significant difference exists between the perceptions of PE teachers who serve in middle schools and the ones who serve in high schools ($p < .10$).

Regarding the factor “cooperation with the ministry's officials”: The results suggest that there are statistically significant differences between groups $F(2, 217) = 3.895$, $p < .022$. Post-hoc Bonferroni tests were calculated at confidence level $p < .05$. The results indicate that a statistically significant difference exists between the perceptions of PE teachers who serve in elementary schools and the ones who serve in middle schools ($p < .33$).

Regarding the factor “Professional development of the principal”: The results suggest that there are statistically significant differences between groups $F(2, 213) = 4.268$, $p < .015$. Post-hoc Bonferroni tests were calculated at confidence level $p < .05$. The results indicate that a statistically significant difference exists between the perceptions of PE teachers who serve in high schools and the ones who serve in middle schools ($p < .13$).

One-way analysis of variance (see Table 4) was used to examine whether there were statistically significant differences in factors relative to physical education teachers' “years of service in the same school” (0-4, 5-9, 10-14, 15-19, >20).

Table 4. The ANOVA test results of the study group with regards to “years of service in the same school” variable.

Factors	<=4	5-9	10-14	15-19	>20	Significance of difference p
	N=102-106 Mean (SD)	N=43-45 Mean (SD)	N=31-32 Mean (SD)	N=16-18 Mean (SD)	N=20-21 Mean (SD)	
1 School climate	3.42 (1.03)	3.84 (.93)	3.28 (.93)	3.80 (.61)	3.44 (.75)	$F=2.393$ $P=.052>0.05$
2 Problem solving and decision making	3.55 (1.18)	3.96 (.98)	3.26 (1.24)	4.07 (.72)	3.76 (.73)	$F=2.830$ $p=.026<0.05$
3 Relationships with parents and local community	3.45 (1.09)	3.62 (1.19)	3.26 (1.30)	3.70 (.8)	3.45 (1.02)	$F=.677$ $p=.609>0.05$
4 Human resource management	2.76 (1.08)	3.01 (1.29)	2.43 (1.24)	3.15 (1.05)	2.66 (1.09)	$F=1.722$ $P=.146>0.05$
5 Organization and administration	3.7 (1.07)	4.19 (.83)	3.51 (1.13)	4.38 (.54)	3.98 (.73)	$F=4.256$ $P=.002<0.05$
6 Student management	3.23 (1.14)	3.49 (1.2)	2.83 (1.43)	3.64 (.68)	3.20 (1.01)	$F=1.986$ $P=.098>0.05$
7 School programs	3.25 (1.16)	3.43 (1.19)	2.78 (1.17)	3.54 (.82)	3.36 (1.01)	$F=2.008$ $P=.094,>0.05$
8 Cooperation with the ministry’s officials	3.86 (1.10)	4.17 (1.02)	3.87 (1.16)	4.27 (.49)	4.16 (.57)	$F=1.397$ $P=.236>0.05$
9 Professional development of the principal	3.23 (1.06)	3.63 (1.17)	3.13 (1.24)	3.48 (.90)	3.33 (.97)	$F=1.391,$ $P=.238>0.05$

There were statistically significant differences in the perceptions of PE teachers depending on the years of service in the same school regarding the level of application of leadership skills by their principals to the following factors (Table 4): 1) problem solving and decision making and 2) organization and administration. Subsequently, the “post-hoc” test was conducted aiming at finding the groups where the variations were noted and no statistically significant difference appeared for any of the pairs (which may be due to the small number of individuals in the groups), for the 1st factor, while according to the table of descriptive statistics, we come to the conclusion that PE teachers who remain at the same school for 15-19 years, appear to be more satisfied than their colleagues of other categories as they are more understanding regarding their principals’ exposure of competency to this factor. However, the same test for the 2nd factor, showed statistically significant differences between PE teachers who serve at the same school for 5-9 years and those who serve 10-14 years as well as between those who serve in the same school for 15-19 years and those who serve 10-14 years. In particular, PE teachers who serve in the same school for 5-9 years seem to be a lot more satisfied from the organization and administration way of the school by the principal than their colleagues who serve 10-14 years. Moreover, PE Teachers who serve in the same school for 15-19 years are more satisfied regarding the application of the skills of the factor “organization and administration” than their colleagues who serve 10-14 years in the same school

Discussion

Taking into account conclusions of international studies that consider that a school principal plays a vital role in cultivating school climate and in shaping teachers’ perceptions (Engels et al., 2008; Krüger et al., 2007), the present study investigated the extent to which the perceptions of PE teachers are different depending on their gender, age, years of service in the same school and stage of service regarding the effectiveness of the school principal and demonstration of their leadership skills during the performance of daily tasks.

Regarding the differences in physical education teachers’ gender (male, female), the results suggest statistically significant differences regarding the factor ‘human resource management’. Previous studies indicated that female teachers consider the above factor to be more important than men do (Pashiardis, 1995), while in other studies male teachers consider principals who have skills regarding the above factor to be effective (Lazaridou & Iordanides, 2011). However, in this research, it appeared that male PE teachers were more satisfied regarding the principal’s skills in this factor. Furthermore, in a recent survey by Whipp and Salin (2018), which investigated the factors that offer PE teachers satisfaction, it was found that men are more satisfied with the respect they receive by school administration for their profession in comparison to women. On the contrary, an older survey of Pashiardis, Orphanou (1999) indicated that teachers, regardless of their gender, were not satisfied with the factor “human resource management”. There are several surveys which sustain that there are no statistically significant differences between the two genders regarding job satisfaction of teachers under the influence of school leadership (Papapanagiotou & Theofilidis, 2008; Eres, 2011). On the other hand, a comparative test between 1480 male and female PE teachers who participated in a research in Finland, regarding

the source of their job satisfaction, showed that factors such as workload, demanding schedules, anxiety, poor working conditions affected more female teachers than men, who appear to be more influenced by factors such as lack of collective interaction (Mäkelä, 2014). Finally, Jewell and Siegall (1990) argue that gender is not related to job satisfaction but there are some factors that differentiate depending on the gender while Evans (1998) argues that some factors affect women's job satisfaction (working environment, interpersonal relationships, supervisor) and some others men's (earnings, job security).

Regarding the differences in physical education teachers' age, the results indicated statistically significant differences regarding the factor 'cooperation with the ministry's officials'. Previous studies indicated that younger teachers are more interested than their older colleagues in their principal's effectiveness in the above factor as well as in the following factors: problem solving and decision making and relationships with parents and the local community (Lazaridou & Iordanidis, 2011). However, in this research, it appeared that PE teachers of 50-59 years old were more satisfied regarding the principal's skills in this factor. This may happen because the educational system of Greece has a bureaucratic and centralized structure. According to Koutouzis (2012), school principals in Greece perceived their role as administrative. Finally, several studies are in accordance with our study as they argue that there are statistically significant differences regarding the teacher's perceptions about the effectiveness of school leadership based on their age (Al-Jaradat & Zaid-Alkilani, 2015).

Furthermore, the evidence suggests that PE teachers of the three different stages (elementary, middle, high school) have different perceptions regarding the leadership behaviour and skills of their principals. The results indicated significant statistical differences at 5 out of the 9 Factors of the questionnaire. Thus, there were statistically significant differences between PE teachers who serve in elementary schools and those who serve in middle schools. In particular, PE teachers in elementary schools have a better understanding of the leadership skills of their principals that relate to 'problem solving and decision making' and to 'cooperation with the ministry's officials'. This result is in accordance with a previous study which suggests that teachers of elementary schools are more satisfied by school leadership, than their colleagues of middle and elementary schools (Eliophotou-Menon, Papanastasiou & Zempylas, 2008). Additionally, PE teachers who work in high schools have a better understanding for the leadership skills of their principals regarding the 'relationships with parents and the local community', 'organization and administration' and 'professional development of principals'. This may be due to the different importance given to these factors by PE teachers of the three stages, as high school teachers are more concerned about student discipline issues, while their elementary school colleagues consider techniques and skills shown by principals to solve school unit problems to be more important. In a similar recent study, which examined teachers' job satisfaction with various factors, such as school leadership, it was found that for the elementary school teachers, organizational support is more related to professional satisfaction than for the middle and high school teachers, while for the high school teachers, progress in goals is more related to job satisfaction (Kavas et al., 2013). However, a previous study indicated that the stage of school (elementary, middle, high school) of school does not differentiate teachers' perceptions of the manager's administrative capabilities (Oyewole, 2013).

Finally, PE teachers who work in the same school for 5-9 years have a better understanding of their principal's leadership skills that relate to student management in relation to the teachers that work in the same school for 10-14 years. PE teachers who remain at the same school for more years are older and do not give much importance to student management issues as to a large extent, they face different problems that over the years have led them to professional exhaustion while according to survey results, they belong to the category of PE teachers who wish to leave the profession (Mäkelä et al., 2014b).

There are some limitations concerning this study and it is therefore difficult to generalize its results. Its biggest limitation is that, despite the fact that there are several studies investigating teachers' perceptions for their principals, there aren't any similar studies focusing on PE teachers and therefore its conclusions cannot be compared with other studies. Another limitation might be the fact that the findings of the present study cannot be generalized for all PE teachers as the sample of the Physical Education teachers is geographically limited to the regions of Imathia and Pieria and therefore its findings do not correspond to the entire country. The study included the opinions and perceptions of teachers at a specific time when data was collected. Such opinions-perceptions of teachers might be different at different times. The present study investigated how age, experience in the same school, gender, stage of education affects the perceptions of PE teachers about the factors expressing basic leadership skills for an effective school administration. The findings indicate the skills principals should have in order to be effective and to offer professional satisfaction to the teachers and in particular to the PE teachers. Finally, it should be mentioned that the present study would have been more complete if it had looked for more aspects of the effective school leadership demonstrated by principals and opinions of students and parents regarding effective leadership for the effectiveness and quality of leadership in Greek schools.

Conclusions

It is concluded that PE teachers' perceptions about the effective school leadership are different depending on "age", "stage of school", "gender" and "years of service in the same school". Exploring the leadership skills that principals need to demonstrate in order for them to be effective suggests areas of leadership that need improvement, as well as areas that are effective and give satisfaction to physical education teachers.

Moreover, school leadership has been a priority in Greek education policy and also in many countries. Therefore, the necessity of investing resources from the administration in the appropriate preparation and training of the future principals, as well as setting a framework of attributes of successful and effective school leaders, is highlighted.

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