

Female Managers' Perceptions of Their Role in Greek Secondary Education

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ABSTRACT

This study set sights on the perceptions that female principals hold, about their administrative role in Greek secondary education. The administration of education has been analysed from a male perspective and has been enriched with elements that come from the experience of men. As Acker (1995) points out, there has not been much discussion about issues that concern the gender - role of managers, and, in particular, the experience of women in managerial positions of schools, in terms of power relations at school, the requirements of their role, the prospects for their career development and, above all, the obstacles they confront (compliance or resistance to standards), their professional values, their view on the formulation of management theories. There is a gap, of female subjectivity in this role. Moreover, there is an implicit assumption, that male experience is the norm in school administration. Greek scientific research, while it has dealt with issues of administration and education, it has not dealt with thoroughly at theoretical and research base with women as subjects and their place in administration of schools and particularly of secondary schools. Taking under consideration that the perception of the administrative role by the directors of schools, holds a significant meaning in the configuration of their administrative behaviour and noting that issues related to gender relationship have not been much discussed, the aim of this study is to assess and evaluate those factors and conditions that are involved in the female, administrative, school reality of high school. The survey is divided into two parts. The first part is presented through the review of literature, the dominant theories about school management, feminist approaches to administration in education, managerial behavior of women, with an emphasis on quantitative data of their participation, in the case of the 3rd district of Athens, during the period 2016-2017. The second part includes the presentation of the research, with reference to the methodology followed, until the production of the final text. The survey was based on the qualitative method, using personal interviews with women who were already directors. The survey proved that the women in question, perceived their role as either administrative either as coordinating or supporting, towards pupils and teachers at the school unit. Moreover, they use a more democratic, participatory, administrative style, interpersonally oriented, contributing to educational administration with "feminine values and practices".

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I. INTRODUCTION

Immegart (1988) and Leithwood and Duke (1999) emphasize that the field of school leadership has not been thoroughly investigated since there are dimensions and variables that are relevant to the field under consideration and which, when identified, will contribute to further its development and the enrichment of theory.

In recent years there has been an interest in alternative ways of leadership, less authoritarian and oppressive. Characteristics, such as participation, fellowship and flexibility, creativity and emotion, are thought to be able to bring about changes in management and transform an organization and consequently a school unit (Arnot, 2006).

Considering that reflexivity on the theory and practice of the educational administration will only come about with the deconstruction of the existing truth regimes, the usefulness and interest of this research lies in challenging the "self-evident" knowledge of administration in education, to demonstrate the need to create another reason, so that the female genus is also recognized (Politis, 2007).

In this context, an in-depth understanding of the basic principles and attitudes that govern the actions of female directors in the particular field of Gymnasiums and Lyceums is expected to bring to light, ideas, values and priorities that have been ignored and which can be used to review or modify existing hypotheses, practices and perspectives by addressing

complex challenges of organization and administration of secondary education (Collings *et al.*, 2011).

Finally, the different experiences give us a knowledge or view that is somewhat truer and more thorough, in the sense that it reveals more about the dynamic relationships of directors in their role by legitimizing research areas they are usually invisible or underestimated.

The purpose of this research is to study women in management positions in secondary schools from the point of view of their own terms and conditions, and to highlight, a) their degree of preparedness for administration b) the visions and administrative practices they adopt in the performance of their duties c) the aspirations and ambitions they place in their professional environment d) their professional - administrative culture in general.

II. THEORETICAL BACKGROUND OF ROLE PERCEPTION AND SCHOOL ADMINISTRATION

The address of the school unit is more about the man-centered dimension of the administration, since it is “the methodical manipulation of the members of an organization, their coaching of co-operation and motivation to maximize their efforts” (Saiti, 2005).

However, the management also includes an extremely important management part, which is related to the functionality of the school's functions and is “the concern” of its manager. It is very important for the manager to act consistently and responsibly, focusing on maximizing the effectiveness of education.

It is argued that the director acts daily between “fire on both sides”, balancing the needs and demands of students, teachers, supervisors, parents and other members of the school community (Eacott, 2010).

Consequently, the school principal, although his position is at the lower level of the administrative organization of education, is responsible for carrying out a difficult, complex and high-level task. The complexity of its work consists in the best possible utilization and coordination of all available production resources, human or material, involved in the educational process, or related to the functioning of the school unit, often through discrepancies and contradictions.

The suitability of the school principal, his values, his predispositions, his characteristics and his abilities, the way he sees his role, the strategies he uses and applies within the specific conditions of each school, highlight the manager as very important and a critical factor, which may interact positively or negatively with student behavior, staff loyalty, school climate, and the quality of the educational work provided (Day *et al.*, 2009).

According to Packwood (1981), the role of the school principal places him “on the throat of an hourglass that receives pressure from both internal and external forces”.

Studies in the field of educational administration emphasize two aspects: a) the perception of the person, possibly consisting of beliefs that the school is working, the purpose of education and the nature of power and leadership; or b) the meaning of a person gives the future development of his career (Sergiovanni, 1991).

In particular, assuming a managerial role from a woman, places that woman in a context of expectations that gives “a rough figure in her actions”. It is necessary to process the details of the role within this framework. This is done by using the concepts of self-perception, their view of their role, and the way in which they interpret the roles of others (Christodoulou, 2007).

Therefore, the approach of the role of a school principal by a woman includes acts and behaviors that correspond to her role in a way that reflects her particular personality and her gender traits (Eagly, 1987). The stronger this approach is, the more successful it is (Hall, 2004).

A. Women and School Administration-Feminized Approaches

Some views on educational leadership produced a form of leadership that excluded women from school administration. The main argument was the “natural” inclination of women to motherhood, which made them good teachers, but not directors. Then paternalistic male dominated with a spirit of neutrality. In order to place women as directors, they had to exhibit male characteristics such as strength, discipline, and excellence, but to behave lovingly with others.

What Blackmore (1993) and others, such as Schmitt (1994), claim is that there is a male-dominated hegemony in both the theory and the practice of educational administration.

In particular, the feminist analysis argues that the emphasis given to rationality makes a particular hegemonic image of the “good director” that excludes women. Inefficiency is mainly associated with “female” characteristics, emotional management. (Blackmore, 1995).

This approach essentially contributes to shaping an image for administration in education, according to which female executives are not perceived as something ordinary but as an exception, although they have administrative capabilities and elements important for effective and successful action (Burke & Collins, 2001).

Older theories linking women to irrationalism and the lack of “natural” leadership qualities seem to come back to the forefront (Blackmore 1999). However, in schools, interpersonal and strategic skills are needed to lead the leadership. And these interpersonal skills are associated with “female” characteristics: emotion management, upbringing, communication, service. Postmodernism seems to favor the placement of women in leadership positions in schools as it positively evaluates the consultation and consensus, the characteristics of the “women's” style of governance. It evaluates positively women's experiences and opinions by legitimizing them in the public domain.

However, women in managerial positions are called by feminist theory to manage their negative emotions and their own and others, often denying their personal feelings so that they do not appear to be weak or, on the contrary, too harsh - that they do not appear too feminine or vice versa. the male leader (Blackmore, 1999). In this case, there is a question of harmony between leadership and women's role, which seems to depend on the definition of the leading role, the activation of the female role in each circumstance and the definition of each gender role (Eagly & Karau, 2002).

According to Gosetti and Rusch (1995), women who are outside the dominant administrative culture are not aware of the conditions or values of this culture until they want to engage in management issues, to fail. They are considered to be inadequate or inappropriate for managerial positions either because of their natural inclination or due to their roles at home and often leave their managerial position early (Robertson, 1995).

Such justifications speak of women's liability, lack of motivation and ambition, of their choice because of other interests. (Saiti, 2000).

However, the presence of a woman in a managerial position disturbs the "physical" balance in an area where the presence of the male sex has contributed to its identification with him. The position of the manager becomes difficult depending on the way or style of administration he chooses to apply to his/her administrative practice. If it chooses the so-called "male" style of administration and applies male practices such as authoritarianism, impossibility, imposition, determination, intransigence, etc., then it may be described as a tough, iron lady, on the other hand, if it applies different styles and shows flexibility, friendliness, maternity, cooperativity is in danger of being described as ineffective and inadequate. (Eagly & Karan, 2002, Fiske *et al.*, 2002, Rhode & Kellerman, 2007).

Marangoudaki (1997) adds that women in a managerial position if they adopt more feminine practices and a "collaborative and native interaction" with the teachers and the pupils in the course of their work are considered not to adequately meet the requirements of position and are inadequate. If they adopt male practices again, they accept reactions, disputes, and criticism both from the student group and from the teaching staff, and especially from male educators. It is difficult to accept a woman in a position of power.

Related research suggests that;

there is no form of female administration on an imperialist basis that differentiates itself from males, as the way women's administration depends on the variety of females and the forms they take in the school contexts, the responsibilities they undertake and the size of their power (Darakis, 2007, p. 88.).

As El-Khalifa notes:

Management's work is therefore much more difficult for women in general because of the isolation and the need to negotiate their course through challenges in their right to manage (1989, p. 90).

These challenges, as supported by Ortiz and Marshall (1988), do not have to do with the effectiveness of female directors, but mainly with the discomfort that their presence in a managerial position cause and overturns traditional relationships between men and women (Deligianni-Ziogou, 1997).

According to the bibliography, a female educator who chooses in her administrative practice will receive strong controversy and criticism from the male and female educational staff and seems to be tantalizing (Darakis, 2007).

Typical are women's manager views:

It's like walking on a stretched rope because some of the features that are considered acceptable for managerial position are male, acceptable to men and only positively

rated for men. The same characteristics, when expressed by women, are treated less favorably (Taylor, 1995, p. 130).

In particular, female directors face a series of problems stemming from the values, attitudes, and behavior of their colleagues, men and women. The challenge is greater, and they need to prove that they have the capacity to carry out the tasks resulting from their position (Kantartzis, 2003). According to Marangudakis (1997) and Coleman (2005), female teachers are being accepted by respondents, contestants and critics of all, especially by men in the form of covered sexism. Thus, they experience a kind of racism, as a consequence of the prejudices of teachers, pupils and parents (Phrosiset *al.*, 2001).

Although theoretically, everyone accepts the female director, in practice her position is undermined by both sexes (Liakopoulou, 2005). It is worth mentioning that women holding management positions are considered important and this involves fewer allies, fewer standards and fewer mentors.

From the above, it turns out that women need to overcome the cultural roles of the sexes in terms of administration in education and find a new identity as women and as executives. Women who have occupied certain managerial positions held by previous men are confronted with the characteristics of the various types of organizational culture and consciously or unconsciously perceive that socially constructed roles and social aspirations direct and control themselves for their role.

Bloot and Browne (1996) will add that women directors experience their role on the basis of a stereotypically defined male power exercise model, adopting more male methods of leadership in order to better cope with their duties and avoid criticism (Kawakami *et al.*, 2000).

The women directors themselves, therefore, seemed to adopt gender stereotypes in the exercise of their duties, by degrading their own sex (Cialdini & Trost, 1998). But ultimately, in these cases, women themselves say they are not happy with the way they manage because they have to make this choice, considering it to be more effective, while being treated with distrust, hostility and isolation from the rest of the educational and student community (Chatzipanagiotou, 1997).

B. Administrative Behavior of Women

Acker (1992) argues that gender is part of the logic used by organizations to determine the practices to be adopted.

It has been pointed out that women are not compatible with bureaucratic model structures and the rational-linear model of bureaucratic organizations, but they call for other experiences with different values and standards (Cooper, 1995). In particular, the female management style is based on transformational leadership, a leadership with the collective search for solutions, encouraging participation, information, and power distribution. In particular, the female style of management refers to values such as caring, feeling, participation, connectivity, democratic, participatory and collegial climate, empowering people, providing autonomy, developing initiatives, a climate that collectively increases the overall ability for successful action and not for sovereignty (Acker, 1995; Chliwniak, 1997).

At the same time, they show confidence, encouragement, recognition, and appreciation, use their skills, and act as “empowers”, based on the basic principle that “power is not ending but widened when it is shared” (Adler *et al.*, 1993; Bornstein, 2007). Taylor (1995), and Powney and Weiner (1991) confirm that women's directors tend to follow a democratic, cooperative and participatory way of government, respecting the personality of teachers and creating a good climate in school and teamwork (Bear & Wooley, 2011). They introduce a different way of exercising leadership in education, a way that fosters relationships and growth, is more cooperative and less competitive (Adams & Hambright, 2004)

The female style of governance was linked to ethics of care (Gilligan, 1982), and women were considered as more capable directors because women's experiences and maternity encouraged them to adopt a cooperative, supportive and democratic leadership style based on empathy) and the creation of team spirit (Chisholm, 2001). As Fagenson (1993) mentions, women as executives “have a transformational, democratic, and/or interconnected leadership rather than a hierarchical and more satisfying subordinate”.

In his research, Krüger (2007), found that women are more dynamic leaders than their male counterparts. They perform more educational activities and spend more time on educational issues than men. Women focus more on teaching and education, on school objectives. They are better at creating a positive culture and a methodical learning atmosphere. They reward teachers more often and create more opportunities for professional development in them (Krüger *et al.*, 2007).

Their vision is more focused on educational issues, and they are more involved with the education system of their school, both functional (educational leadership) and strategic (strategic educational leadership).

They are interested in cultivating a team climate at school rather than exercising control and competition while placing greater emphasis on the didactic/educational aspect of their role.

In particular, women directors refer to the sharing of power, cooperation and decentralization in the way decisions are made. The relationships between them and the educators and students are based on trust, respect and development of responsibility. They seek to connect with their working environment through the positive model of the managerial role they project by working as an example (Getskow, 1996)

However, some scholars argue that the tendency of women to negotiate, mediate, facilitate, and communicate is the most effective leadership style and because this “feminine” style reduces the hierarchy has the effect of satisfying the subordinates and achieving the results (Kruger, 2008).

The same applies to students. According to Sherman (2000), one of the main priorities of women is the development of a good communication relationship with students and students. This need is highlighted by focusing on the care and support of others, and less by insistence on the imposition of hierarchical relationships between management and students (Lee *et al.*, 1993).

Bjork (2000) concludes that “the usual qualifications of female leaders identified in studies conducted over the past 30 years confirm the impression that women approach school

leadership differently than men and that their characteristics tend to respond to emerging requirements for the reform of the school.

Finally, Appelbaum *et al.* (2003) and Burke and Collins (2001) present the difference of women in the administration as something common to all women.

C. The Presence of Women in the Administration of Schools of Secondary Education

As it has been recently outlined, “education is an area where women's failure to claim and hold senior management is clear” (Limerick & Andersen, 1999).

Secondary education, as seen not only in modern Greek society, but it is also noted in international literature, presents women's “numerical lag” in managerial positions, both in the public and in the private sector (Strachan *et al.*, 2007, Anastasaki, 2009).

As Grant (1989) points out:

The concept of the level of ambition, as a static and objective measure of career goals that differentiates ambitious teachers from others, is based on male norms and experiences and works to block women from promotion processes (Marangoudaki, 1997, pp. 270-271).

In the same theoretical context, Panteladou-Malouta (2002) notes that this picture is linked to the general disadvantageous representation of women in all the leading groups and refers to the structural and ideological exclusions of women and to the differentiated models of life of the sexes.

As Matina Horner (1970) reveals, women are subjected to a psychological barrier, which they call an incentive to avoid success. According to her theory, women inhibit the desire for discrimination because of anxiety about the negative effects that will follow success.

The administration of education, including secondary education, has patriarchal remnants that imply an environment of delicate reluctance in any choice of women's decision. It is confirmed that the think-manager thinks male and therefore the qualification and exacerbation of the hierarchical dipole of the distinction between man and woman and counterpoint: energy-passivity, rationality-feeling, hardness-goodness (Darakis, 2006).

As a consequence, their presence in management positions of secondary schools is not considered a “natural” minority. Their position in other words is a token position. To be in a position of divergence usually leads to three structural effects: visibility, assimilation and contrast. These results in turn lead directors to behave in a certain way. Visibility means that women are perceived and look more than male managers, who are the majority. They become women's representatives as a social group and their performance is perceived as representative of their sex. A female director who is in a position of divergence is judged on the basis of the existing stereotypes and generalizations for women. This often forces them to adopt specific behaviors that they consider restrictive (Wahl *et al.*, 2005).

More, they have to prove that they are worth it, and this process involves very great emotional cost, much higher than the rewarding benefits it can offer. This is particularly intense when it is charged with feelings of frustration, loneliness, isolation, guilt, and biological exhaustion (Sachs & Blackmore, 1998).

Emotions of frustration are felt by directors from the lack of co-collectivity and the presence of subversive tactics of managerial effort and the proper functioning of schools. In school management, where the male presence is preeminent, the absence of female support and sexism by men is a special concern for the director. There is a risk that, for example, a man's manager will make deceptive judgments about how to address the problems of a director (Kelteen, 2012).

However, when women feel prepared to take on an administrative role, have more self-confidence, a sense of managerial self-esteem and confidence in their abilities (Cubillo & Brown, 2003), they are not afraid of negative assessment (Boatwright & Egidio, 2003). In the managerial role, show greater perseverance and resolve to overcome the obstacles that have come to their course towards school administration. Tallerico and Burstyn (1996) add that in the field of educational leadership women spend more years as managers and teachers and have the most degrees.

In addition, the diversity in the individual objectives between Gymnasium and High School creates the assumption that managers, depending on the grade they serve, will differ in the way they conduct their school management. It has been found that gender seems to affect the perception that managers have of their role (goals, responsibilities, autonomy) and in particular the way they manage and exercise the power they have, more than the type of school they serve (Marangoudaki, 1997).

Papanamou (1995) adds that the way in which "specific individuals exercise management, perceive their work and define their role, differentiates themselves within the cultural context of each school. Thus, the Gymnasium directors are expected to adopt a more pedagogical profile than the Lyceum directors who may be characterized by a more "technocratic" perception of their role.

D. The Problem of Research

On the basis of the theoretical framework, school leaders are constituted on a daily basis as "adequate" or not, within school contexts, through the leadership-leadership forms they exercise and the various behaviors they are involved in throughout the school process (Skelton, 2001). They also appear to have an interactive leadership, with personal authority derived from their interpersonal skills, achieving the activation of their co-workers.

This is enough to lead us to the realization / assumption that these women have increased ability and orientation motivation for inclusion in the wider educational and, by extension, social environment as well as leading quality characteristics.

On the other hand, this image refers to issues of individual perceptions and perceptions concerning the creative and consequently effective exercise of their role, or to hypothetical needs, problems, difficulties, and constraints (of a self-confessional-ideological nature) that can itself the female director to put herself or set by other natural, social and cultural factors (Wearing, 1998).

Thus, in the case of secondary schools, each director interprets his role based on his predispositions and perceptual patterns (cultural capital) and selects specific practices with which he addresses the big and small issues of the day-to-day school environment.

What is the point of viewing school leaders' perceptions of educational leadership? How are they in this context? Two research directions are developed: on the one hand, how their administrative approaches, attitudes and behaviors are shaped, expressed and organized, and on the other hand all those parameters that form the background that dictates and determines these approaches.

In order to ascertain in as clear and detailed manner as possible all the obvious or silent expressions that substantiate and clarify the perception of their professional and leading role of the participating directors as to their proper and everyday practice, the following research questions arise/arise:

- 1) How do the women's school leaders themselves perceive, sketch out and interpret their role and responsibilities?
- 2) How do they define their self-image for their managerial skills - their administrative capacity?
- 3) What are their objectives and priorities?
- 4) What are their action options?

III. METHODOLOGICAL FRAMEWORK FOR RESEARCH

A. Methodology of Data Collection

In accordance with the purpose and objectives stated, the research framework of this research is obviously focused on and core of the female director himself and focuses on detailed and in-depth exploration and interpretation, self-perception of their role (Cohen & Manion, 2000).

Based on the exploratory and interpretative nature of the research, its data collection was based on a quality-type approach to emphasize and reveal itself, all those elements that reflect logic, thought, perceptions, interpretations, expectations, values, and legitimize the social-educational reality of the administration of secondary schools (Mason, 2003).

Investigating and recording the views of these women for self-awareness of their role was based on the descriptive method of reviewing (small scale) due to the limited time of research and analysis of the data, so the study was not extensible, it cannot be a basis for generalizing conclusions, but rather a starting point for reflection and further exploration (Grawitz, 2006). However, the formulation of a theory pertaining to this particular group may be proportionally compatible in other cases with similar characteristics (Lydaki, 2007).

As a means of collecting the data, the individual interview was chosen, as the views of women on their role as directors are subjective accounts of values, preferences, attitudes and beliefs that, with only a lively and free debate, could be highlighted to be clarified (Grawitz, 2006).

Specifically, the type of semi-structured interview was followed, which, through a flexible qualitative research project with a general context of selected topics and a set of relatively non-standard and non-guiding exploratory questions, open-ended, created a spontaneous and relaxed approach for women by enhancing collaboration and communication, without stress or conformism.

The semi-structured interview focused on the discussion on a four-aided thematic topic, with a distinct thematic

collapse (Philia, 2000), to which questionnaire-type questions with open answers correspond, in order to ensure more flexibility and freedom both in the exploratory direction and respondents' replies, and to ask for clarifications where necessary.

In the sample, groups of open-ended questions were addressed with the same number and content in order to obtain data that can easily be categorized and analyzed (Bell, 2001).

In particular, the content of the interviews was organized on the following five axes:

The first pillar (A) - "Manager profile", included questions about age, marital status, formal qualifications, experience of directors.

The second pillar (B) - "Role Consciousness", included questions that corresponded to the coverage of the first research objective of research, to highlight how well-developed the professional consciousness and self-knowledge of female research directors as regards competencies, the duties and requirements of the position they have undertaken.

The third pillar (C) - "Leadership", included questions about the second research goal, and they demonstrate whether and to what extent women's directors feel confident in their duties, self-confidence and sufficient administrative capacity.

The fourth pillar (D) - "Role Orientation", included questions about the third research objective and called for directors to be directed to school management philosophy, beliefs, perceptions, goals, vision, as well as the resulting constraints.

B. Sample Survey and Assembly Process

In order to determine the population of the survey, the secondary schools of Athens were searched, a nominal list per school, with addresses and telephones.

In order to ensure the collection of the desired data, both in quality and quantity, and to make comparisons that are important in terms of their relationship to the research questions and the theoretical approach in the analysis, the sample consists of 15 a set of female directors, formed by random or occasional sampling, or a sample availability.

The sample of 15 women did not have a homogeneous character in terms of their individual and work profile and included female high-school students working in the public or private sector, part-time or full-time, aged between 30 and 50 and older, married or single, with or without children (Iosifidis, 2008).

Table I, Table II, Table III, and Table IV shows the distribution of the survey sample:

TABLE I: DISTRIBUTION OF THE SAMPLE IN RELATION TO AGE

Age	Number	Percentage
30-40 years	7	47
40-50 years	8	53
TOTAL	15	100%

TABLE II: DISTRIBUTION OF THE SAMPLE ON THE BASIS OF MARITAL STATUS

Marital Status	Number	Percentage
Married with 1-2 children	11	74
Married with 3-5 children	2	13
Unmarried	2	13
TOTAL	15	100%

TABLE III: DISTRIBUTION OF THE SAMPLE IN RELATION TO THE TYPE OF EMPLOYMENT

Type of Employment	Number	Percentage
State employee	6	40
Private employee of full employment	4	27
Private employee of part time employment	4	27
Employee in a family enterprise	1	6
TOTAL	15	100%

TABLE IV: DISTRIBUTION OF THE SAMPLE IN RELATION TO THE TYPE OF EDUCATIONAL PROCESS THEY FOLLOW

Type of Educational Process	Number	Percentage
Formal Education	6	40
Non-Formal Education	9	60
TOTAL	15	100%

IV. CONCLUSION

As it is shown, female managers of high schools and lyceums are a hidden leadership capital, with personality, constitution, emotional world, sensitive, elements capable of giving another dimension to the formal framework of their duties. Not only have they emerged with their value, but they appear to be acting and responding to their role, job specification and job descriptions of the job. They can and should be directors, as they appear to have the appropriate readiness, they need for to manage the school unit and to respond effectively to its work. Taking into account their individual interpretations as to the meaning of their managerial role, it is clear that their logic is free from a loose, amorphous, passive and dull role; on the contrary, it is possessed by the sense of its beneficial and constructive use, leading educational effectiveness.

The same interpret the exercise of management tasks in the school unit as a vision, goals, organization, performance, improvement, action, acting as a member of a whole and participating as contributors to a collective effort.

However, the majority of women in the sample are qualified, with a PhD degree, which strengthens their management profile.

In addition, the participants already served as deputy directors before they were elected as directors.

Have a great deal of socialization and accumulation of experience in the position of the Deputy Director, with the result that their role becomes clear. This practical engagement besides providing them with specific professional skills that make them feel more confident, increasing their self-esteem, the ambition of taking over leadership role of the manager, also serves as a proof, to society, of their ability to conquer.

Their course towards the specific position was conscious, with personal will, as they were aware of the negative and the positive but not the planned. However, they perceive their professional path as "natural" and "linear", which ensures their active participation.

Their professional development has become the means to serve a sense of offer within them. Otherwise, it was their anxious spirit that led them to take a managerial position or a more general ambition to do the best for them, to improve individually as "exercise of self-knowledge" and then what they have acquired, to offer it to others.

Their motivation to participate in the managerial position (e.g., approaching non-teaching education, offering

education and organizing the school, reviewing bad guides, etc.) seems particularly conscious and specific, which means that there is complete self-knowledge and harmonization of the internal "I want" with the external "I can", loyal to myself, self-control of movements and self-determination.

They consider that the system of selecting the staff of education is not bypassing them, but rather it is an objective way of choosing, promoting people with values and skills, while simplistic and inadequate are the assumptions about "blocking them from the promotion processes".

The directors of the research with their views delete and confirm the characteristics of the professional director: they have not only a high level of education, professional training, but also moral values, human oriented and honest interpersonal relations. They have a way of exercising their duties that is differentiated notably by the dominant strict, formal and authoritarian model, with the presence of the human factor, which is the focus of interest and effort s.

They communicate with the students, with the teaching staff, showing similar respect for their personality, and willing to discuss and understand, verifying the stereotype of women's characteristic, sensitivity, co-operation, and closer contact with children. effective handling of the educational process, while not doing in any case abuse of power.

Their power in the school unit seems to be participative and interactive, succeeding in activating colleagues, disseminating information, help or influence in the networks of interpersonal relationships and leadership development, not by demonstrating the ability, sovereignty and imposition of their will over colleagues.

The effectiveness of their project does not perceive it as a personal hypothesis, but they appear more collective, sharing well in the rest of the Association, suggesting indirectly that they like to share the power. That is why they give the opportunity to the teachers and those who work together, to express themselves and to become co-managers and co-modifiers of the school's everyday life.

They have a strong sense of responsibility and a great dedication to work of independent age, experience and type of school, defeating corresponding perceptions of differentiation in role perception. Their social skills allow them to handle situations requiring discretion and maneuvering and finding the balance in difficult situations.

The same define themselves and characterize their work by choosing words that relate to cooperation, organization, communication, democracy, efficiency, justice, sensitivity, verifying the principles of equality, the coherence of the school organization. these principles have an ethical content, such as interest in creating and enhancing a positive climate in the school unit, equality and not simple justice, unity of the teaching staff.

They refer to the relationship with their colleagues and students as a "parent relationship", declaring a relationship to be substantial and not distant and distant. They do not wish to impose any merits but to generate them through the extended management model. Their day-to-day work is characterized by diversity, complexity and imprecision of duties. They are mainly responsible for duties but not responsibilities. They doubtless lose their personal attributes, nor run with civil stereotypes of male models of government. They are according to their own style and behavior.

They seem to have internalized a leadership identity where roles and expectations are negotiated, both from the environment and those that go from their own. However, personal roles seem to be integrated with the leader, where there is satisfaction. It is noteworthy that women in the research feel satisfied and enthusiastic about their participation in the specific position without translating ambiguities, internal conflicts and compromises which show emotional balance and mental integration, as well as stability of views as to the choices there.

It is clear that there is no inconsistency and incompatibility between work and family roles, as the majority of them are married.

The directors, as evidenced by the surrendering of feelings and experiences, do not suffer from any form of discrimination or suspicion of colleagues against them, they are not marginalized as "different" and "inferior".

Moreover, there are no obstacles, organizational and institutional obstacles, which inhibit the aspirations and the possibility of climbing and management, are not commented. The other is unjustifiably the particularly reduced number of their attendance in the management positions of lyceums in the area under consideration, which refers either to covered or questionable sources of prejudice, or the non-claiming of these positions by the teachers themselves due to increased demands or due to family care.

At the same time, however, their multiple roles in combination with the responsibilities and difficulties they face (e.g., conflicts with colleagues) often lead them to anxiety, personal pressure and burden, feelings of fear and denial.

Moreover, their aspirations are directed only at the simple execution of the tasks rather than in the attempt to distinguish (career), although their training and their essential supplies would justify the declaration of larger philosophical hierarchical upward movement on their part.

The research directors develop a professionalism of interaction and collaboration, a new culture, wishing to make the school environment so as to be beneficial for anybody involved and working on it. Also, a new management style is considered to be more appropriate for complex organizations or communities such as schools and special secondary education schools, where administration is certainly not a simple matter.

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