

# Editorial

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**JEL Classification:** A2, I2, L8

**Biographical note:** Panagiotis Tzionas is Professor at the International Hellenic University, Greece. He has extended experience in education management and has served as Rector of the Alexander Technological Institute of Thessaloniki (ptzionas@ihu.gr).

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## 1 INTRODUCTION

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This is the sixth publication of JCETR (volume 4, issue 1), starting its fourth year of publication. In previous issues, this journal presented original refereed papers, both conceptual and research-based, focused both on educational management and on education practice & research. Volume 4, issue 1 focus on furthering the journal's scope and consolidating its position in both conceptual developments and practical applications in contemporary education theory and practice through the publication of another six quality manuscripts.

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## 2 PRESENTATION OF THE FIRST ISSUE OF 2020

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The present issue of JCETR contains six manuscripts written by eleven authors and affiliated with five different institutions and universities.

The first paper is written by Panagiotis-Christos Trichas and Spyros Avdimiotis, both from the International Hellenic University, Greece. This study focuses on the exploration of leadership styles adopted by principals of special schools. Moreover, the study examines -in association with the leadership style- the degree of teachers' job satisfaction, as well as the extent to which the selection criteria for school principals are appropriate for the special education sector. In addition, the study aims to explore the possible relationship between the leadership style adopted by school principals and the level of teachers' job satisfaction. Towards this scientific purpose a qualitative research was administered, among 69 teachers who work in special schools in Northern Greece. Findings indicated that transformational leadership is the basis upon significant educational and organization issues should be addressed.

The school, as an educational space for cultivating cultural sensitivity, critical thinking, and aesthetics, enables the development of cultural activities – from infancy to adolescence – through the implementation of cultural events and / or activities, participation in cultural events and/or programs and browsing in cultural and/or artistic web sites, is the subject discussed in the second paper of this issue,

written by Dimitra Longinou, from the Hellenic Open University, Greece. The school as a social operator, it is a miniature of the society in which its living potential lives and is developed. Its goal is to learn and develop the children's organizational and management skills that will help them to meet the challenges and demands of the modern environment. The purpose of the present study is to analyze the concept of cultural activity in the elementary school and to examine the importance of applying innovative models – such as the CPFM. The study's another purpose is to reveal the educational benefits which come from organizing a theatrical performance. The study consists of two modules. The first – theoretical – attempts to delineate the concept of cultural activity in the school's environment, through a variety of theoretical perspectives and bibliographical research. At the same time, the stages of organizing and shaping a cultural activity in the information and knowledge society are studied. Examples are given of how these steps could be applied in education and in particular in the school environment. Also, it emphasizes the importance of innovative models such as the CPFM in shaping a cultural activity and highlights their educational character. The second section – practical – attempts to link the theoretical views, presented in the first part, with the structured as a whole, to the school's reality through the organization of a play. The stages are presented in a sequence through the analysis of the play's design and are linked to the elementary school's curriculum at the interdisciplinary level. In addition, the educational benefits resulting from this process are identified, and the importance and role of Innovative Models in the school's environment are highlighted.

In the third paper, Apostolou George, Papatsimpas Achilleas, Gounas Athanasios, and Gouna Ourania, all from the International Hellenic University, Greece, examine students' and parents' satisfaction and expectations from secondary education services in Greece. In Greece since 2010, the economic recession and subsequent adjustment measures have resulted in a significant drop in birth rates and public and private expenditure on education, creating new challenges in the secondary education field (IOBE 2018, 2019). A modern educational organization should provide services that meet the expectations and needs of students and

parents in order to be an economically sound and growing business that will ensure its unobstructed operation, without any financial or operational problems (Jaworski B., Kohli AK, Sahay A., 2000). The implementation of innovative curricula, management models and processes ensure efficient management methods, quality services, reduced economic waste and optimal utilization of human resources. To be able to design and implement innovations, what should be explored and clarified are students' needs and the degree of satisfaction with the existing situation in organizations offering secondary education services in Greece today. For the present survey, conducted in the form of a questionnaire between 10 March 2019 and 11 June 2019, a representative sample of 357 Greek nationals was selected. We investigated the educational system users' satisfaction degree, the services offered by the educational institutions and which criteria they use to attend one of them.

The fourth paper is authored by Oikonomidou Maria, and Konstantinidis Ilias, both affiliated with the University St. Kiment Ohridski, Bulgaria. The quality and efficiency of Educational Administration affect the smooth operation of public schools. The aim of this study is to record the perceptions of school principals, who are the main customers of Educational Directorates in order to improve the quality of the provided services. The theoretical framework attempts to describe the prevalent view that the provision of qualitative and effective administrative support to schools can contribute to school smooth operation and school staff satisfaction in order to focus on educational services, rather than on administrative problems and restrictions. The administrative factors under investigation are the mode of administration, the efficiency of procedures, ICT skill enhancement and employees' performance, technological modernization efforts, and customer participation in decision-making. The study examines how these variables, affect the level of satisfaction of school principals. The regression analysis and the maximum frequency of answers within the rating range of the six-level Likert scale are used. The primary data was obtained by using an electronic questionnaire (through google forms) which allows for the use of econometric techniques. The school principals of the Primary and Secondary Directorates of Education in Eastern Thessaloniki comprise the research field. The results of the analysis show that Administrative factors have a major impact and summatively affect customer satisfaction. Current demands render the function of education more complex since it is asked to move beyond the simple experiential approach of administrative action that was based on the experience of older members of staff and to combine it with knowledge and skills on developments of New Public Management. A management system that valorizes technology and human resources, develops mechanisms for open communication and dialogue and examines the views of the users of services in an organized manner is considered to be essential.

The fifth paper focus on open learning model architecture in higher education includes a theoretical analysis of the theories of the process of teaching/learning that form the basis both for the concept of the open teaching/learning process and the dimensions for the recognition of the open teaching/learning process, as well as for the criteria of the research of these dimensions, written by Ilona Lukoševičiūtė-

Noreikienė from Lithuanian University of Health Sciences, in Lithuania. The most important characteristics of the open teaching/learning process are defined: learner independence, cooperative learning and flexibility of the teaching/learning content and environment. The created open learning matrix enables to design quality open learning studies in higher education.

The sixth paper focus Social interactivity dimensions in activities of students in higher education and is written by Genutė Gedvilienė, affiliated with the Vytautas Magnus University, Lithuania. The paper analyzes dimensions of students' social competence in higher education institutions: the case of Lithuania and Spain. The basic elements of social competence, such as the development of social activity and the ability to engage in it, are analyzed. Respondents from two countries (Lithuania and Spain) participated in the survey. Empirical study disclosed, that social competence is important for the students not only for the communication and transfer of information, but also as the outcome of collective learning leading to the development of new capabilities applied by the learners in the learning process.

Based on the above, I trust that you will enjoy reading this new issue of the Journal of Contemporary Education Theory & Research and I look forward to presenting you the next issue in Autumn of 2020!

Panagiotis Tzionas  
Editor-in-Chief, JCETR