

## ORIGINAL PAPER ΕΡΕΥΝΗΤΙΚΗ ΕΡΓΑΣΙΑ

# Perceptions of leadership styles among school nurses and principals in the educational environment of Crete

**OBJECTIVE** To investigate the perceptions of principals, vice-principals, and school nurses on the leadership style practiced by principals and vice-principals in general and special primary and secondary schools in the region of Crete. **METHOD** A cross-sectional study was conducted from May to June 2022 on 87 school nurses, 82 principals, and 62 vice-principals in 91 out of 122 general and special schools in Crete that employed school nurses. The Multifactor Leadership Questionnaire (MLQ) (Form 5x), developed by Avolio and Bass, was used for data collection. Convenience sampling was used. MLQ scale and subscale scores were compared among the three groups of school nurses, vice-principals, and principals using multivariate analysis of covariance. **RESULTS** Principals recorded higher mean leadership scores than vice-principals and school nurses in overall leadership (71.1 versus 68.2 and 62.8, respectively,  $p < 0.001$ ), transformational leadership (71.3,  $p = 0.005$ ), and passive leadership (65.5,  $p = 0.091$ ). In contrast, vice-principals recorded higher scores in transactional leadership (43.7,  $p = 0.032$ ). School nurses recorded lower scores in all subscales, particularly extra effort, compared to principals and vice-principals (40.8 versus 60.2 and 63.1, respectively,  $p < 0.05$ ). The differences in perceptions of leadership styles were attributed to the different responsibilities and expectations between the groups. **CONCLUSIONS** The present study highlights the difference observed among principals, vice-principals, and school nurses in their perceptions regarding the leadership style applied in their school environments and the need to develop management interventions to enhance teamwork and collaboration, contributing to better educational outcomes.

Modern educational policy demands high performance from schools, seeking their transformation by improving the quality of the educational process and the results achieved. School leadership has been found to be one of the key components of overall school success.<sup>1</sup> Its influence on the successful reorganization and improvement of the educational process demonstrates that it plays a crucial role.<sup>2</sup>

It has been demonstrated that the leadership style

practiced by the principal in a school setting can be directly correlated with the overall effectiveness and productivity of all staff, including the school nurse.<sup>3</sup> The optimal leadership style is a key component for the successful implementation of school nursing, the purpose of which is to ensure students' wellbeing and safety and to maintain and promote health, in order to ensure students' readiness to learn.<sup>4</sup> The international literature documents a wide range of leadership typologies and models and their positive or negative impact, including in schools.<sup>5,6</sup> One

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Αντιλήψεις για τον τρόπο ηγεσίας  
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περιβάλλον της Κρήτης

Περίληψη στο τέλος του άρθρου

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of the relative first research<sup>7</sup> identifies three main forms of leadership: authoritarian, democratic and laissez-faire or avoidant leadership, i.e. lack of control and restraint of subordinates. Based on an analysis of 121 scholarly articles on educational leadership published from 1988–1998, another research<sup>8</sup> classified educational leadership into nine models: managerial, participative, ethical, interpersonal, postmodern, contingency, transactional, transformational and instructional. The last focuses mainly on influence, learning, and teaching.<sup>9</sup>

The present study adopts the Full Range Leadership Theory (FRLT), where leadership models (transformational, transactional, and passive-avoidant) are dynamic processes that modify human behaviors in the work environment and motivate employees to achieve goals. The FRLT aims to summarize and explain the different leadership models and includes inspirational and charismatic leaders, as well as avoidant leaders. These leadership models are recorded and measured using the Multifactor Leadership Questionnaire (MLQ) (Form 5x).<sup>10</sup>

Transformational leadership in school organizations is defined as a process of influence based on clear values and beliefs, creating a vision for the school. This vision is articulated by leaders who possess positive influence skills and seek to gain the commitment of members of the school community by reaching out to them for the acceptance of common goals.<sup>11</sup> Transformational leadership consists of four components.<sup>12</sup> When a leader sets an example for others and subordinates attribute ideal qualities to them, this is known as idealized influence (behavior). Giving employees an exciting and inspiring vision of the future and encouraging them to work towards it are key components of inspirational motivation. Intellectual stimulation occurs when managers support the creativity and originality of their staff. Finally, individual consideration refers to paying extra attention to each employee's unique requirements through coaching, directing, and mentoring.

On the other hand, transactional leadership, especially with the prospect of reward, emerges as a foundation for effective leadership. According to this model, transactional leadership refers to the type of exchange relationship that develops between leader and subordinate.<sup>13,14</sup> Greater effort, higher performance, and greater employee satisfaction often stem from the transactional form of leadership, and it is equally important to enrich this approach with elements of the transformational model.

Laissez-faire leadership, often known as "inactive leadership", is an approach in which the leader avoids taking action and making decisions.<sup>12,15</sup> Laissez-faire leadership is

characterized by the leader's lack of initiative and action on critical issues, neglecting their responsibilities and avoiding the use of their authority.<sup>10</sup>

Although the leadership practiced in the school context is frequently mentioned, there is insufficient emphasis on school nurses' perception of leadership. This study aimed to explore the perception of principals, vice-principals, and school nurses on the leadership style practiced by principals and vice-principals in general and special primary and secondary schools in the region of Crete.

## MATERIAL AND METHOD

### Participants

A cross-sectional study was conducted using convenience sampling and a questionnaire. The Multifactor Leadership Questionnaire (Form 5x) (MLQ)<sup>10</sup> was used for data collection. The study was conducted in 91 out of 122 general and special primary and secondary schools in the region of Crete that employ school nurses. The sample consisted of 231 participants of whom 87 were school nurses, 82 were principals and 62 were vice-principals. The data were collected in May and June 2022.

The MLQ focuses on leaders' characteristics and individual behaviors. The assessment can be carried out by both leaders and employees, regardless of the level of the hierarchy they are at compared to the leaders being assessed. The questionnaire consists of 45 questions/statements of which 36 concern leadership styles and 9 measure leadership outcomes. More specifically, the 36 items address the 9 dimensions of transformational, transactional, and passive leadership (with 4 items on each dimension). Moreover, 3 key dimensions are associated with the results of the leadership practiced. These dimensions include: (a) 3 items on the extra effort made by employees (extra effort), (b) 4 items on the leader's effectiveness (effectiveness), and (c) 2 items on the employees' satisfaction with leadership (satisfaction with leadership). The assessment is based on a five-point Likert-type scale where 0 (never), 1 (rarely), 2 (sometimes), 3 (often), and 4 (very often), if not always.

The overall score of the MLQ scale is the average of the points corresponding to all the items in the scale. This score is calculated by adding up the points corresponding to each item and dividing this total by the number of items that make up the scale. Another study<sup>16</sup> calculated the total aggregate score. However, in the current study, to achieve a direct understanding of the range and comparison between the subscales and the total score, their scores were rescaled to a scale of 0–100,<sup>17</sup> where a high score indicates a stronger perception of the school leadership practiced. The overall reliability coefficient of the MLQ Scale in this study was Cronbach's  $\alpha=0.875$ .

The study was approved by the Regional Directorate of Primary and Secondary Education of Crete (reg. no 5100/18.5.2022), after prior written permission from the Research Ethics Committee of the

Hellenic Mediterranean University (reg. no 56/ΕΜΠ (88)/24.5.2021).

The questionnaires were distributed in printed form to each school in the presence of the researcher. Participants provided written informed consent after being informed verbally.

### Statistical analysis

Data analysis was performed using the Statistical Package for Social Sciences (IBM SPSS) software (IBM Corp released 2017, IBM SPSS Statistics for Windows, Armonk, IBM Corp, NY), version 25.0. Measures of central tendency or position and dispersion (means, standard deviations [SD], absolute and relative frequency distributions, etc.) were estimated for the participants' basic characteristics, comparing the three groups of school nurses, vice-principals, and principals using  $\chi^2$  and analysis of variance methods. The MLQ scale and subscale scores were assessed using Blom's method (QQ plot) for symmetry, while reliability was assessed with Cronbach's alpha coefficient. The MLQ scales and subscales scores were compared among the three groups of school nurses, vice-principals, and principals using multivariate analysis of covariance. Covariates were gender, age, education, years of experience as vice-principals and/or principals, school type, and education level. The different domains of the four MLQ styles (transformational style, transactional style, passive style and outcome criteria) were compared using 95% confidence intervals (95% CIs).

## RESULTS

Of the 231 study participants, 87 (37.7%) were school nurses, 62 (26.8%) were vice-principals, and 82 (35.5%) were principals (tab. 1). The majority were female (70.1%), with significantly more women in the school nurse group (85.1%) compared to the other two groups ( $p<0.05$ ). Their mean age was  $45.2\pm10.9$  with school nurses being significantly younger than vice-principals and principals (34.2, 52.2, and 51.6 years, respectively,  $p<0.05$ ). Regarding qualifications, almost half (45.9%) held an MSc/PhD, while vice-principals more frequently had only a bachelor's degree compared to school nurses and principals (69.4%, 59.8%, and 36.6%). In terms of professional experience, more principals had over 20 years' experience compared to vice-principals and school nurses (29.3%, 14.5%, and 2.3%, respectively). 29.4% of respondents were employed in special education and 73.2% in primary education.

Table 2 presents the MLQ scores, overall and comparatively between the three groups. Significantly higher mean leadership scores are found for principals versus vice-principals and school nurses in the MLQ (71.1 versus 68.2 and 62.8, respectively,  $p<0.001$ ;  $\eta^2=0.07$ ), in the transformational style (71.3 versus 68.6 and 63.7,  $p=0.005$ ;  $\eta^2=0.047$ ), in the passive style (65.5 versus 63.1 and 61.2,  $p$ -trend=0.043;

$\eta^2=0.021$ ) and in outcome criteria (78.5 versus 75.1 and 67.3,  $p<0.001$ ;  $\eta^2=0.073$ ). In the transactional style, vice-principals had significantly higher mean leadership scores compared to principals and school nurses (43.7 versus 40.0 and 34.7, respectively,  $p=0.032$ ;  $\eta^2=0.031$ ).

As the leadership model is divided into four styles (transformational style, transactional style, passive style and outcome criteria), these are defined by different domains and presented comparatively for the three groups in figures 1 to 4. In the transformational style (fig. 1), the 95% CIs show significantly higher mean scores for principals (85.2; 95% CI: 82.0, 89.4) versus school nurses (76.6; 95% CI: 71.0, 81.0) in idealized behaviors, inspirational motivation (68.0; 95% CI: 65.0, 71.7 versus 61.0; 95% CI: 56.7, 64.0) and individual consideration (68.0; 95% CI: 65.0, 71.0 versus 56.6; 95% CI: 53.1, 60.1).

In the transactional style (fig. 2), principals had significantly higher mean scores than school nurses (89.3 versus 73.5,  $p<0.05$ ) in contingent reward and management-by-exception-passive (69.3 versus 62.1,  $p<0.05$ ), while vice-principals had significantly higher mean scores versus than school nurses in management-by-exception-active (43.7 versus 34.7,  $p<0.05$ ).

In the passive style (fig. 3), principals also had significantly higher mean scores than school nurses in management-by-exception-passive (69.3 versus 62.1,  $p<0.05$ ), with no difference in laissez-faire ( $p>0.05$ ).

Finally, in the outcome criteria (fig. 4), the three groups are homogeneous, apart from extra effort, where school nurses had significantly lower mean scores compared to principals and vice-principals (40.8 versus 60.2 and 63.1,  $p<0.05$ ).

## DISCUSSION

A total of 231 people participated in this study. Of these, 87 were school nurses, 62 were vice-principals, and 82 were principals. The aim was to investigate the perceptions of school nurses, vice-principals, and principals on the leadership style applied in primary and secondary schools in Crete.

The demographic characteristics of the sample revealed significant differences between the three groups. More precisely, school nurses were predominantly female with little work experience, while a significant proportion held only a bachelor's degree compared to vice-principals and principals. This difference in educational level and experience could influence perceptions of leadership styles and leadership effectiveness in the school setting.<sup>18</sup> In contrast,

previous studies found that teachers who have held their current position for a longer period of time view leaders more positively or as more in line with a transformational leadership style than teachers who have held the position for a shorter period of time,<sup>19,20</sup> while findings from other studies<sup>21,22</sup> revealed that educational level was a predictor of perception of leadership style.

The highest average leadership scores were recorded by principals (statistically significant difference), followed

by vice-principals and finally school nurses. Similar results were obtained in a study<sup>23</sup> examining the effect of transformational and transactional leadership characteristics of school principals on teacher motivation. Principals recorded higher levels of leadership than vice-principals and other teachers, demonstrating their significant impact on the educational community.

Regarding the leadership style practiced by principals and vice-principals of primary and secondary special and

**Table 1.** Descriptive characteristics of the 231 school nurses, vice-principals, and principals participating in the current study.

	Total (n=231)	School nurses (n=87)	Vice-principals (n=62)	Principals (n=82)
	n (%)		%	
Number	231	37.7	26.8	35.5
Gender				
Males	69 (29.9)	14.9*	38.7	39.0
Females	162 (70.1)	85.1	61.3	61.0
Age (years)				
21–30	23 (10.0)	26.4*	–	–
31–40	57 (24.6)	57.5	1.6	7.3
41–50	54 (23.4)	13.8	33.9	25.6
51–60	84 (36.4)	2.3	53.2	59.8
>60	13 (5.6)	–	11.3	7.3
Mean±SD	45.2±10.9	34.2±7.0*	52.2±6.3	51.6±6.9
Education				
University, technical school	125 (54.1)	59.8*	69.4	36.6
MSc	99 (42.9)	40.2	29.0	56.1
PhD	7 (3.0)	–	1.6	7.3
Years of experience as a school nurse, vice-principal, and or principal				
0–5	99 (42.8)	60.9*	40.3	25.6
6–10	54 (23.4)	27.7	25.9	17.1
11–15	32 (13.8)	8.0	14.5	19.5
16–20	11 (4.8)	1.1	4.8	8.5
>20	35 (15.2)	2.3	14.5	29.3
Type of school worked during last year				
Special education	68 (29.4)	32.2	22.6	31.7
General education	163 (70.6)	67.8	77.4	68.3
Education level				
Primary	169 (73.2)	77.0	61.3	78.0
Secondary	62 (22.0)	23.0	38.7	22.0

$\chi^2$  and ANOVA tests

\* $p < 0.05$

SD: Standard deviation, MSc: Master of Science, PhD: Doctor of Philosophy

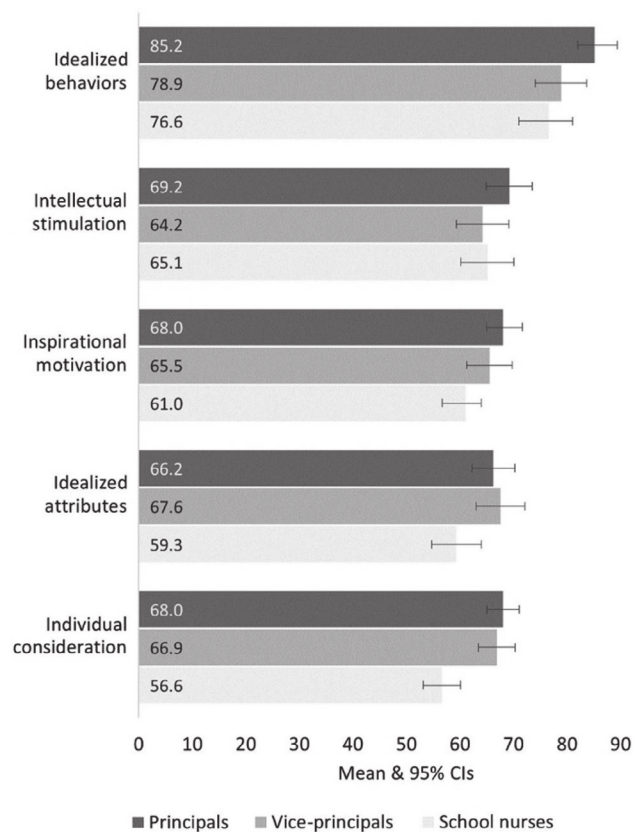
**Table 2.** Multifactor Leadership Questionnaire (MLQ) scores\* of the 231 school nurses, vice-principals, and principals participating in the current study.

Scale and subscales	School nurses (n=87)	Vice-principals (n=62)	Principals (n=82)	p-value	p-trend	Partial $\eta^2$
<b>Marginal means (standard errors)</b>						
Multifactor Leadership Questionnaire	62.8 (1.3)	68.2 (1.3)	71.1 (1.2)	<0.001	<0.001	0.070
Transformational style	63.7 (1.5)	68.6 (1.5)	71.3 (1.3)	0.005	0.001	0.047
Transactional style	34.7 (2.1)	43.7 (2.1)	40.0 (1.9)	0.032	0.104	0.031
Passive style	61.2 (1.4)	63.1 (1.4)	65.5 (1.2)	0.091	0.043	0.021
Outcome criteria	67.3 (1.8)	75.1 (1.7)	78.5 (1.5)	<0.001	<0.001	0.073

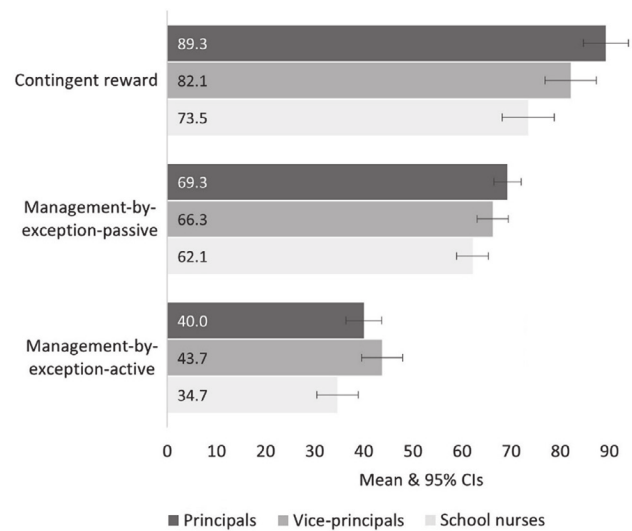
\* MLQ scale scores were converted into 0–100, where higher values ( $\rightarrow$ 100) indicate a higher leadership style

Multivariate analysis of covariance. Covariates were: Gender, age, degree, years of experience as a school nurse, vice-principal and or principal, type of school worked during last year, and education level

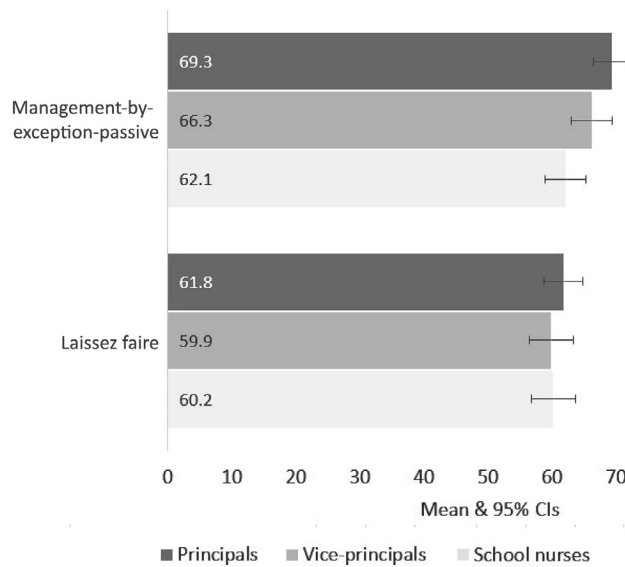
The numbers in italics indicate the significantly highest mean values

**Figure 1.** Comparisons of five domains in the transformational style of the Multifactor Leadership Questionnaire (MLQ) between the 231 school nurses, vice-principals, and principals participating in the current study.

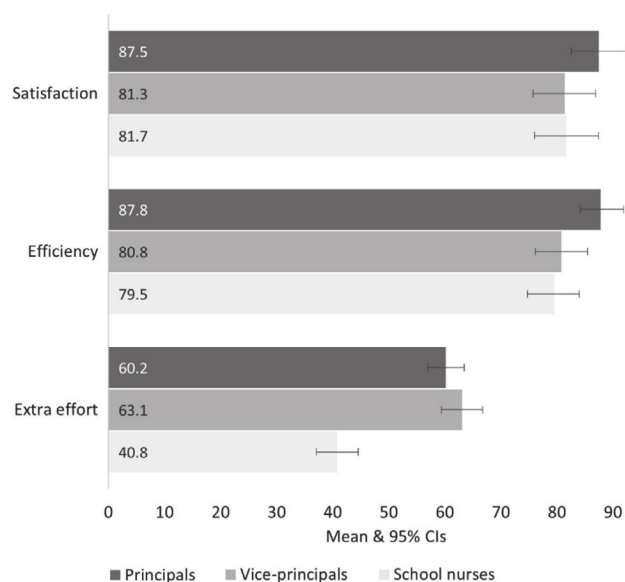
general education schools, all three groups of participants considered that the transformational leadership style is practiced, with principals recording the highest average score. A similar study<sup>24</sup> examined the relationship between self-perceived and teacher-perceived leadership styles among 79 principals and 1,621 teachers in Danish second-

**Figure 2.** Comparisons of five domains in the transactional style of the Multifactor Leadership Questionnaire (MLQ) between the 231 school nurses, vice-principals, and principals participating in the current study. 95% CIs: 95% confidence intervals.

ary schools. The researchers found significant discrepancies in how principals and teachers perceived principals' leadership. Principals rated their leadership style, especially transformational leadership, much higher (80.1) than teachers (50.4). There was a weak and statistically insignificant correlation between the principals' self-evaluation and the teachers' evaluation. In transactional leadership the correlation was stronger, but still showed that principals rated themselves higher. Ultimately, teacher perceptions were a more reliable predictor of organizational performance than principals' self-ratings. The study concluded that while there is some alignment between principals' and teachers' evaluations, it is not sufficient to discuss a single reality or phenomenon.



**Figure 3.** Comparisons of five domains in the passive style of the Multifactor Leadership Questionnaire (MLQ) between the 231 school nurses, vice-principals, and principals participating in the current study. 95% CIs: 95% confidence intervals.



**Figure 4.** Comparisons of five domains in the OUTCOME CRITERIA of the Multifactor Leadership Questionnaire (MLQ) between the 231 school nurses, vice-principals, and principals participating in the current study. 95% CIs: 95% confidence intervals.

The tendency among principals to overestimate their level of transformational leadership may easily be because they generally have greater responsibilities and authority in managing and leading the school, which requires more developed leadership skills and provides more opportunities to develop these skills. At the same time, they may have greater access to professional development and leader-

ship training programs that allow them to develop their leadership skills more effectively. It is also worth noting that the expectations of principals are often higher than those of vice-principals and school nurses, which may be reflected in their evaluations. Conversely, school nurses and vice-principals may be constrained by their duties, which focus more on operational support and less on leadership, affecting their perceptions and application of leadership skills.

Additionally, principals appear to achieve substantially higher mean scores than school nurses with respect to idealized influence (behavior), inspirational motivation and individual consideration. Accordingly, in a study<sup>25</sup> in primary school principals in Sukalarang District, Sukabumi Regency, West Java, practice transformational leadership by making use of inspirational incentives, inspirational motivation, and individual consideration to create a positive organizational culture and work climate was practiced. This is in full alignment with another pertinent study on leadership,<sup>12</sup> in which the authors propose that transformational leadership, with its constituent components, is essential for the cultivation of a positive school culture and the advancement of staff professional development.

A recent study continues to highlight the positive effects of transformational leadership in educational settings. A systematic review of 15 studies on the transformational school leadership style in primary schools, conducted between 2012 and 2022, found that transformational leadership significantly enhances staff motivation and promotes a positive school culture.<sup>26</sup>

The second leadership style recorded is the passive style, with principals showing the highest average scores, followed by vice-principals and school nurses. A similar result was found in a study,<sup>27</sup> which concluded that both passive and transformational leadership styles in principals of political schools are positively correlated with faculty commitment, leading to increased creativity and improved performance. In the same vein, it is suggested<sup>28</sup> that the presence of passive leadership among managers may indicate instances of representative leadership, where autonomy is granted to staff for certain decisions, while it is considered good for leaders and staff who do not want to stand out, promoting positive performance. However, this finding should be viewed with caution, as teachers' motivations and overall job satisfaction from their work in the school decreases the more principals use a passive leadership style.<sup>29</sup>

Principals had significantly higher mean scores in management-by-exception-passive compared to school

nurses, while there is no corresponding difference in *laissez-faire* leadership, something that may be explained by the nature and expectations of their roles. Principals are usually responsible for the overall management and performance of the school. This includes overseeing academic standards, managing staff, and ensuring compliance with educational policies. Their role often involves more strategic decision-making and monitoring, which aligns with management-by-exception-passive. This leadership style involves intervention only when problems become serious, which may be part of the principals' role in ensuring the smooth running of the school. They may also use management-by-exception-passive as a way of allowing experienced teachers and staff to handle routine issues independently, intervening only when deviations from the norm occur. This approach can be practical in managing large groups and ensuring effectiveness. On the other hand, the role of school nurses is more functional and practical, focusing on the health and wellbeing of the students. Their responsibilities often involve direct interaction with pupils and immediate response to health issues. In the context of healthcare, a predictive approach is generally required to prevent issues rather than simply responding to them. Therefore, school nurses may score lower on management-by-exception-passive, as their role requires constant vigilance and immediate action rather than waiting for problems to escalate. This also explains why there is no significant difference in the *laissez-faire* leadership scores between the two groups, as both principals and school nurses have responsibilities that require active participation and decision-making.

The transactional style presents a differentiation, with vice-principals recording higher mean scores than principals and school nurses. Significantly higher mean scores also appear to be found in principals versus school nurses in contingent reward and management-by-exception-passive, while vice-principals had significantly higher mean scores than school nurses in management-by-exception-active. Similar results were obtained in a meta-analysis<sup>30</sup> of 45 studies on transformational, transactional, and passive leadership which revealed that female leaders are more transformational than male leaders and exhibit more contingent reward behaviors characteristic of transactional leadership. Vice-principals are often more involved in the day-to-day operations and management of the school. Their role is functional and executive. Their responsibilities require a focus on maintaining discipline, ensuring compliance with the rules, and managing day-to-day activities, all of which align with the principles of transactional leadership. This requires a more hands-on approach, in which

clear expectations and direct feedback (both positive and negative) are essential. At the opposite end of the spectrum are principals, who prioritize strategic goals, and school nurses, whose duties are health-focused and responsive over a structured reward-punishment system, resulting in them rating this leadership style lower. This finding confirms the idea that transactional leadership can enhance organizational effectiveness by providing clear structures and expectations.<sup>13</sup>

In terms of the satisfaction with leadership recorded by vice-principals and school nurses, the three groups (principals, vice-principals, and school nurses) exhibit homogeneity, except for extra effort, where school nurses had significantly lower mean scores than principals and vice-principals. The scores of the leadership practiced, including extra effort, effectiveness and satisfaction, were higher among principals, suggesting that their leadership style had a positive impact on organizational outcomes. The ability of principals to inspire extra effort in staff, achieve effectiveness, and ensure satisfaction underlines the importance of their leadership approach in enhancing school performance and staff morale.<sup>4</sup> This is consistent with other research findings where effective leadership is associated with positive organizational outcomes.

Transformational leadership has been found to positively affect teachers' motivation and job satisfaction, leading to improved educational outcomes.<sup>31</sup> Similarly, a relevant study<sup>32</sup> demonstrated that effective school leadership is vital in fostering a supportive school climate, which enhances teacher satisfaction. In contrast, school nurses reported significantly lower scores in extra effort, highlighting a potential area of development of leadership support for this group. One possible interpretation of this result is that school nurses may enjoy less support and recognition from their supervisors than principals and vice-principals, which may negatively impact their efforts. Also, principals and vice-principals often have more responsibility and recognition in their role, which may motivate them to put in extra effort. In addition, school nurses may have fewer opportunities for professional development and promotion, which may reduce their motivation to put in extra effort.

This study has several limitations, including its reliance on self-reported data, which may be subject to bias. The sampling technique (non-random sampling) is also a weakness of the study. Future research could benefit from longitudinal studies to monitor changes in perceptions of leadership over time and their impact on school outcomes. It would also be useful to explore the specific challenges

faced by school nurses and how leadership support can be tailored to address their unique needs.

In conclusion, the present study highlighted the different perceptions of leadership styles among school nurses, vice-principals, and principals in Crete. The findings highlighted the importance of transformational leadership in achieving positive organizational outcomes, and suggested areas for improvement in leadership practices, particularly for school nurses. Training programs to develop transformational leadership skills among all school principals could further enhance school performance and staff satisfaction. Furthermore, vice-principals' emphasis on transactional leadership suggested a need for a balanced approach

that incorporates both transformational and transactional elements to address operational and motivational aspects within schools. The lower scores among school nurses on perceptions of leadership and the outcome of the leadership practice suggested the need for targeted support and professional development for this group. Ensuring that school nurses are included in the leadership framework and that their contribution is recognized could improve their commitment and effectiveness in their role.

Therefore, by promoting a supportive and inclusive leadership environment in schools, the effectiveness and satisfaction of all members of staff can be enhanced, contributing to better educational outcomes for students.

## ΠΕΡΙΛΗΨΗ

### Αντιλήψεις για τον τρόπο ηγεσίας μεταξύ σχολικών νοσηλευτών και διευθυντών στο εκπαιδευτικό περιβάλλον της Κρήτης

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**ΣΚΟΠΟΣ** Η διερεύνηση των αντιλήψεων των διευθυντών, των υποδιευθυντών και των σχολικών νοσηλευτών για το είδος της ηγεσίας που εφαρμόζουν οι διευθυντές και οι υποδιευθυντές σε γενικά και ειδικά σχολεία πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης στην Περιφέρεια Κρήτης. **ΥΛΙΚΟ-ΜΕΘΟΔΟΣ** Εφαρμόστηκε συγχρονική μελέτη, η οποία διεξήχθη από τον Μάιο μέχρι τον Ιούνιο του 2022, σε 87 σχολικούς νοσηλευτές, 82 διευθυντές και 62 υποδιευθυντές σε 91, επί συνόλου 122, γενικών και ειδικών σχολεία της Κρήτης όπου εργάζονταν σχολικοί νοσηλευτές. Για τη συλλογή των δεδομένων χρησιμοποιήθηκε το πολυπαραγοντικό ερωτηματολόγιο ηγεσίας (Multifactor Leadership Questionnaire, MLQ) (Form 5x), που αναπτύχθηκε από τους Avolio και Bass. Εφαρμόστηκε η μέθοδος της δειγματοληψίας ευκολίας. Τα επίπεδα βαθμολογίας των κλιμάκων και των υποκλιμάκων του MLQ συγκρίθηκαν μεταξύ των τριών ομάδων σχολικών νοσηλευτών και διευθυντών, χρησιμοποιώντας πολυμεταβλητή ανάλυση συνδιακύμανσης.

**ΑΠΟΤΕΛΕΣΜΑΤΑ** Οι διευθυντές κατέγραψαν υψηλότερα μέσα επίπεδα βαθμολογίας ηγεσίας σε σχέση με τους υποδιευθυντές και τους σχολικούς νοσηλευτές στη συνολική ηγεσία (71,1 έναντι 68,2 και 62,8, αντίστοιχα,  $p < 0,001$ ), στη μετασχηματιστική ηγεσία (71,3,  $p = 0,005$ ) και στην παθητική ηγεσία (65,5,  $p = 0,091$ ). Αντίθετα, οι υποδιευθυντές κατέγραψαν υψηλότερα επίπεδα στη συναλλακτική ηγεσία (43,7,  $p = 0,032$ ). Οι σχολικοί νοσηλευτές κατέγραψαν χαμηλότερες βαθμολογίες σε όλες τις υποκλίμακες, ιδίως στην επί πλέον προσπάθεια (extra effort) έναντι των διευθυντών και των υποδιευθυντών (40,8 έναντι 60,2 ή 63,1, αντίστοιχα,  $p < 0,05$ ). Οι διαφορές στις αντιλήψεις των τρόπων ηγεσίας αποδίδονται στις διαφορετικές ευθύνες και στις προσδοκίες μεταξύ των ομάδων. **ΣΥΜΠΕΡΑΣΜΑΤΑ** Η παρούσα μελέτη αναδεικνύει τη διαφοροποίηση η οποία παρατηρείται μεταξύ διευθυντών, υποδιευθυντών και σχολικών νοσηλευτών στην αντίληψή τους αναφορικά με το είδος ηγεσίας που εφαρμόζεται στα σχολικά περιβάλλοντα όπου εργάζονται και την ανάγκη ανάπτυξης διοικητικών παρεμβάσεων για την ενίσχυση της ομαδικότητας και της συνεργασίας, συμβάλλοντας σε καλύτερα εκπαιδευτικά αποτελέσματα.

**Λέξεις ευρετηρίου:** Διευθυντές, Μετασχηματιστική, Παθητική ηγεσία, Συναλλακτική, Σχολικοί νοσηλευτές

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