



**La leadership educativa nei paesi dell'Europa latina: autonomie, identità, responsabilità**  
**Educational leadership in Latin Europe: autonomy, identity, responsibilities**  
**Le leadership éducatif dans les pays de l'Europe latine: autonomie, identités, responsabilités**

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**The perceptions of stakeholders on the evaluation of educational collaborative leadership to improve the performance of the institution: the case of a vocational - technical school in Cyprus**

The school as an open system It is also a set of social systems in which two or more people work together in a coordinated manner to achieve common goals. Collaboration between the two large systems such as Schools and Families, both influential on education of students, must take against social changes of recent decades, even starting from different rules and educational goals they need to integrate, to enter into contact in peaceful and cooperative form in order to be useful for the development of pupils' personality.

The purpose of the survey was to record and explore the functioning and the operation of the 3<sup>rd</sup> technical school of Lemesos (Cyprus) , in collaboration with the other parties (actors) school life (students, family and teachers) by examining their point of view and their opinion on the efficient operation of the school system.

The research is based on the stratification of the primary data that were collected using the questionnaire as a tool administered to teachers, parents and students of the school.

The questions of the first part (A) refer to the 5 criteria of perception in specific sections from point A to E that are based on the main categories of factors, which have been mentioned by many researchers<sup>1</sup>, which contribute to the smooth functioning of the school, such as: A. Educational Leadership at strategic and operational level, B. School safety and order of the school unit, C. Policy regarding teaching and assessment of students, D. Sustaining the school by parents and community and school E. Special characteristics of the school unit.

Each criterion includes questions common to the three questionnaires with closed-ended Likert scale : 1 - 4 that are codified in verbal correspondence from " completely disagree " to " totally agree." It was also included a box for those who would not or could not answer.

The second part of the questionnaire investigates the individual characteristics of each category of actors school, because the aim of the research is to document the perceptions and investigate the individual characteristics and of training . The delivery of the questionnaire was satisfactory, 61.5% for Teachers, 27.3% for Parents and 57.3% for Students.

The statistical analysis was processed with the SPSS statistical software and includes two phases. The first concerns the perceptions of the three parties with respect to their vision on the work of the school and collaborative quality leadership that is presented and examined with reference tables, using the descriptive analysis.

The second stage involved the control of independence between the variables describing the individual characteristics of teachers, parents and students with the variables that reflect their perceptions about the school and the quality education.

Summarizes the results from the analysis of the data collected shows that the cooperation between

<sup>1</sup> Purkcy e Smith (1983), Mortimore, Sammons, Stoll, Lewis, e Ecob (1988), Levine e Lezotte (1990), Scheerens (1992). e Wang el al. (1993) ed Edmonds (1979)

the school, parents and students and at a good level . To further improve the internal seminars should be promoted, to establish an effective system of reporting and find a system dissemination of student achievement. From the analysis it is seen that the objectives and the educational policy of the school must be distributed in time and before the start of the school year and encourage all categories of parents to participate in the advisories committees.