

***“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 is an open system and 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**

They are both influential on education of students, must take in consideration the 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 the students' 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) of school life (students, family and teachers)

by examining their point of view and their opinion on the efficient operation of the school system.

# Structure of the questionnaire

- 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 questionnaire is divided in two parts:
- Part A: the 5 common criteria of perceptions.
- Part B: The demographic characteristics of the school actors.

# **The first part of the questionnaire**

- 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, and they contribute to the smooth functioning of the school.
- Each criterion includes questions common to the three questionnaires (Teachers, Parents & Students) with closed-ended Likert scale: 1–4, and is codified in verbal as: "completely disagree" (1) to "totally agree" (4). It was also included a space for those who would not or could not answer.

# Statistical analysis

- 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 school operation and the collaborative quality leadership which is presented and examined with reference tables, using the descriptive analysis.

# Statistical analysis

**The second phase** 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.

# Interpretation of research results

- The interpretation of the results will follow the statistic path:
- at first the demographics of the samples
- will follow the result of the perceptions of those involved in the school life, and finally
- will be an interpretation of the  **$\chi^2$  test** of independence .



# **The second part of the questionnaire**

- The second part of the questionnaire investigates the individual characteristics of each category of school actors, because the aim of the research is to document the perceptions and investigate the individual characteristics and of training.

The compilation and the deliver of the questionnaire was satisfactory, 61.5% for Teachers, 27.3% for Parents and 57.3% for Students.

## **Analysis of the demographic data of the sample (Part B)**

**Teachers:** The survey involved 40 teachers.

**Gender:** 62.5% are males, which fully reflect the reality in technical and professional education in Cyprus, with a ratio of 2 males to 1 female teacher.

**Age:** 60% of the teachers are older than 46 years, which characterizes the mature age of the teachers within the school (n=35).

Nearly 3 out of 4 teachers (74.4%) have from 1 to 15 years of service and the remaining  $\frac{1}{4}$  (25.6%) from 16 to 33 years of service .

- The age of the teachers and their years of service indicate that many teachers come into service in advance age, and have few years of seniority.
- The school is characterized by teachers who have few years of service in the institute .
- This means that there is a frequent movement of personnel that obstruct the implementation of an efficient and effective educational distributive leadership policy.
- Three out of four teachers (75% ) work with permanent contract, a small proportion (7.5%) is under probation and the remaining 17.5% is with short term contract.

## **The Professional level of the teachers:**

Almost all ( 92.5 %) had received lessons in Pedagogy and 20% of them had answered that are holders of master degree.

**Teachers are requalifying themselves (Life Long Learning), after being appointed, it shows us that 20% of the teachers, which have answered the question, they had acquired another degree.**

## Parents / Tutors

- Parents have properly completed 82 questionnaires and analyzing the **Part B** which covers the characteristics of the group the following profile it has been formed.
- **Gender:** 60.5 % of respondents (n = 46) were female and the remaining 39.5% male. Only in two cases (2.9%) stated that were tutors and the rest are parents.
- **Age :** Nearly six out of ten ( 58.5 %) are in the range of 35-45 years , followed by the range 46-55 years with 36.6%. Only 3.6% of the parents are aged between 56 -65 years .

- **Occupation:** Nearly half of the parents (48.8%) are employees, in public or private sector, with percentages of 22% and 26.8%, respectively, and nearly three out of ten (28 %) are housewives.
- The self-employed are 11%. Pensioners and unemployers are 4.9% and 3.7% respectively
- **Education:** It is important to note that almost three out of ten (28%) achieved university education (Uni Dipl.=15.9%, Bachelor = 9.7%, Master = 2.4%).

- Almost **two out of five (18.3%)** have studied in Technical Institutions and it seems that students follow the experience of their parents.
- However, almost **half of the parents** had completed the High School License, in General or Technical/Vocational education, 15.9% have the Gymnasium License, which is the compulsory level by law.
- **A small part (9.8%)** has only the Elementary School License.

## **B. School safety and order unit**

- B.2 The behavior in the classroom and in the school generally are determined by rules adopted jointly by the LT, teachers and students at the beginning of the school year.
- ( B.2 - Teachers 77.5 %\_20%, Parents 70.7%\_9.8%, Students 36.6 %\_31,9%)
- B.12 The school building is regularly maintained and repaired (the immediate replacement of broken glass, desks, chairs, building control, etc.).
- ( B.12 - Teachers 90.5 %\_2.5%, Parents 78.1 %\_4.9%, Students 25.5%\_34.3% )



## The students

- The students have completed 172 questionnaires.  
**Gender:** The students are 72.1% males and 25.6% females, which corresponds the proportion of the entire school population.
- **Age:** The smallest age group is between 14-15 years old and is only the 3.5% of the student population.
- The other groups age are distributed almost equally with 30.2%, 29.1% and 31.4% corresponding to the age ranges of 15-16, 16-17 and 17 and more years, respectively .

- **Free time:** Seven out of ten students answered that they dedicate to sport.
- **Class and Specialization:** From the compilation of the questionnaires shows that 45.6% attended the 1st class , 30.8% the 2nd class, and 22.7% the 3rd class.
- 27.3% of the students are studying at the electrical engineering Dep., 16.3% at the Art Dep., the 45.9% at the Hotel and Catering Dep. and the 8.7% are register at the theoretical electrical engineering program.

- The percentages reported, correspond to the actual percentage of students enrolled.
- Almost half of the students (45.4%) are working "regularly " or " occasionally " in the area of their specialization.
- However more than one third of the students (36%) had never worked.

# **Criteria of perception in specific sections**

- 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.

## **A. Educational Leadership at strategic and operational level**

A.1 The Leadership Team (LT), teachers, parents and students agree together on the priorities for school improvement in several ways (e.g., the completion of the modules, in private conversations , etc.)

(A1-Teachers 87.5%\_0%, Parents 77.8 %\_0% , Students 47 %\_15.7%).

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**NOTE: 1<sup>st</sup> % states for Agree & Totally Agree**

**2<sup>nd</sup> % states for Disagree & Totally Disagree**

**The missing % is for No Answer/Don't Know**

- B.13 The safety rules of the school are listed on brochures and distributed to teachers, students and parents.
- (B.13-Teachers 97.5%\_2.5% , Parents 69.5%-2.4%, Students 43%\_39.1%)
- B.14 The absences of teachers are few .
- (B.14- Teachers 55%\_40% , Parents 57.3%\_8.5% , Students 33.7%\_32%)
- B.15 The rules of behavior within the school and during the various events, are distributed to all teachers, parents student and posted on the notice boards in all classes .
- ( B.15 - Teachers 72.5%\_5%, Parents 62.4%\_7.%, Students 32.6%\_34.8%)

## **B. School safety and order in the school unit**

The perceptions of this criterion seems to be influenced by the variables: "Age" and "Years of Service" concerning the teacher. And for the students the variable " Field of study ".

## **C. Policy on teaching and student assessment**

- C.16 The students' activities are presented in school magazine and / or other media (Web page of the school).
- ( C.16–Teachers 80%\_20%, Parents 60.9%\_9.8%, Students 27.3%\_36.1% )
- C.17 The Students' Projects are exposed on bulletin boards in hallways and other areas of the school.
- (C.17-Teachers 72.5%\_27.5%, Parents 68.3%\_7.3%, Students 32.5%\_36%)



## **C. Policy regarding teaching and assessment of students**

The perceptions of this criterion seems to be influenced by the variables "parent's gender ", "student's gender", and "categories of highest qualification obtained by the parents."

## **C. Policy on teaching and student assessment**

- C.18 It maintains a register for all students on performance and behavior.
- ( C.18—Teachers 95%\_5%, Parents 76.8%\_1.2%, Students 37.2%\_26.2%)
- C.19 will be accomplished, for each student , a written evaluation of their learning through an elaborate diagnostic at the end of each module.
- ( C.19 - Teachers 97.5%\_2.5%, Parents 62.4%\_1.2% , Students 40.1%\_30.3%) .

## **D. Sustaining the school by parents and the school community**

- D.7 The Leadership Team encourages the participation of parents in the school advisory committees .
- (D.7- Teachers 97.5%-2.5% , Parents 78%-2.4%, Students 31.3%\_27.3%)
- D.8 The staff of the school it is especially trained on how they could encourage parents to get them more involved in matters related to the school.
- (D.8 – Teachers 87.5%\_12.5%, Parents 63.4%\_4.8%, Students 31.4%\_29.1%)

- D.9 Several parents visit the school to learn about the educational programs of the school during the school year.
- (D.9 - Teachers 80%\_20%, Parents 63.2%\_9.7%, Students 43.7%\_26.8%).
- D.10 The meetings of parent with teachers focus primarily on the performance of students and the acquisition of basic skills.
- ( D.10 - Teachers 90%\_10%, Parents 72%\_28.1%, Students 35.4%\_30.2%)

D.11 The meetings of parent with teachers as a result of specific cooperation programs between schools and families to improve the performance of learners in the classroom.

( D.11 - Teachers 85%\_12.5% , Parents 80.5%\_0%, Students 38.4%\_28.5%).

D.21 At the beginning of the school year there are meetings between parents and teachers and tutors of each section,  
in order to inform and discuss the objectives of the school year, the educational programs and how to involve parents in the learning process of their children.

(D.21 - Teachers 87.5%\_12.5%, Parents 78%\_8.5%, Students 33.1%\_33.2%)

- D.22 The school develops educational programs in which parents are actively involved , such as the establishment of cooperative educational school - family dealing with issues of aid ( to help students at home, social and emotional development of students, etc.).
- (D.22 - Teachers 77.5 %\_22.5% , Parents 61%\_11%, Students 30%\_31.4%).
- D.23 The objectives of the school, educational programs , events planned , the educational policy of the school in various areas (e.g. , homework , etc. ) are recorded on the appropriate forms , which are distributed to parents and students.
- (D.23 -Teachers 77.5 %\_22.5%, Parents 54.8%\_14.6%, Students 26.8%\_33.7%)

## **D. Sustaining the school by parents and the community**

- The perceptions of this criterion seems to be affected by the following variables:
- Regarding teachers the “gender”
- for parents the "gender " and the “Job Category”,
- for the students the "gender “
- the "class”
- the "Field of study", and
- the "age" .

## **E. Special characteristics of the school unit.**

- E.3 Teachers use more than one technique for the evaluation of students. (E.3 - Teachers 97.5%\_2.5%, Parents 68.2%\_8.6%, Students 42.5%\_31.4%)
- E.4 The teachers return the correct diagnostic tests of students in a short time from the day on which they were made. (E.4 - Teachers 92.5%\_7.5%, Parents 32%\_30.7%), Students 68.3 %\_9.7%
- E.5 The teachers discuss the results of diagnostic tests with each individual students. (E.5 -Teachers 87.5%\_12.5%, Parents 43.9%\_20.8%, Students 37.2%\_41.9%)



- E.6 The L.T. and teachers ensure that events will take place in different days and time so the events will not penalized the same courses.
- ( E.6 - Teachers 90%\_10%, Parents 67.1%\_2.4%, Students 29.6%\_40.7%)
- E.20 There has been a special form for classes that have not been carried out for various reasons (travel, celebrations in schools, educational trips , etc.).
- ( E.20 - Teachers 80%\_20%, Parents 45.4%\_8.5%, Students 34.9%\_30/8%) .

## **E. Special characteristics of the school unit.**

- The perceptions of this criterion seem to be affected by the following variables :
- Regarding the teachers, the “years of service in the school”,
- for the parents “category of qualification” for students the " Field of study", the "age" and the " occupation of the father."

## **Recommendations**

- From the study of this research, the collected data must be considered which initiatives and strategies must arise for the improvement of learning and generally the whole school system.
- **Recommendations to school.**
- Promotion of internal seminars where colleagues with experience can present, to other colleagues, the different techniques of student assessment.
- Establish an effective system of information so that all, students and teachers, receive the same message.

- Find a dissemination system concerning the student's results that can be easily delivered to all parties.
- The objectives and the educational policy of the school to be distributed in time and before the school year starts.
- Develop a system , even with the use of the new technology , to inform both parents on the progress of their children.
- To implement from the next school year the **Assessment for Learning** as pilot project.

- Encourage all categories of parents to participate in advisory committees trying not to exclude 'weak' categories such as pensioners and housewives.
- Inform all students of the institution that their parents can and should participate more on issues related to the school.
- Schedule school events in order not to penalize the same lessons.
- A common policy must be apply to all Departments for the return, in short time, of the diagnostic tests of the students.

# Further research

This research has been confirmed to investigate the perceptions of stakeholders on the evaluation of educational collaborative leadership to improve the performance of the school and concerns the case of a Technical - Vocational School in Cyprus.

The research in question can not be generalized and no conclusions can be affirmed and applied throughout the island.

It is left to future researchers the task of exploring a wider context, while the conclusions of this research are valid.