

Pashiardis, P. (1995). Cyprus Principals and the Universalities of Effective Leadership. *International Studies in Educational Administration*, 23 (1), 16-27

EFFECTIVENESS AND LEADERSHIP

Research and practice have shown that amongst the characteristics of effective schools, the quality of school leadership is of paramount importance (Brookover, 1979; Edmonds, 1979; Fuller, 1987; Levine and Lezotte, 1990; Lezotte, 1989; Mortimore et al, 1988; Reynolds and Cuttance, 1992; Rutter et al, 1979; Walberg, 1991). The perceptions arising from these studies are that the school leader of an individual school is considered to be the single most important person who can actually transform academic and other achievements of a school. In order to be able to do that principals need to be well-acquainted with themselves, their strengths and weaknesses. It is with these thoughts that this piece of research was undertaken with the hope that it will, to some extent, shed some light in school principals' self-evaluation and self-knowledge so that, through this acquired knowledge, a way of improvement will emerge in order to enhance the quality of school leadership.

RESEARCH METHODOLOGY

Procedures

The questionnaire was sent out in mid-January 1993 to all primary schools of Cyprus. Until the end of February 1993, 59% of the questionnaires were received and the statistical analyses began using the "SPSS for the Macintosh". Analyses were conducted using primarily means, standard deviations, frequencies and t-tests. The method of "gap analysis" was used to find the areas with most need for improvement as follows: The two means for each one of the statements of the questionnaire were subtracted from each other; the greater the difference (i.e., the larger the gap) the more need for improvement there was.

Questionnaire

The questionnaire includes most of the basic effective principal characteristics that have been identified through research in the form of statements. It consists of 37 statements which make reference to the main functions of the principalship. These statements are divided in seven areas:

(1) School Climate, (2) School Improvement, (3) Curriculum Management, (4) Personnel Management, (5) Administration and Fiscal/Facilities Management, (6) Student Management, and (7) Professional Growth and Development.

In the questionnaire there are two columns with the same Likert-type scales each on one side of every questionnaire item. The first column asks that the respondents indicate the extent (or the degree) to which they regard the specific statement as important to being an effective principal. The scale used is an interval Likert-type scale from 1 to 5 where 5 indicates that a statement is "very important" and 1 indicating that the statement is considered "very unimportant". The second column was used so that the principals would indicate the degree to which they felt they had a need for improvement in the specific statement. A Likert-type scale was used here as well from 1 to 5, where 5 indicates "very small need" and 1 indicates "great need". In both scales the principals had the opportunity to indicate "DA" (does not apply) if they felt that a particular statement did not apply in their specific circumstances.

Following, the 37 questionnaire statements are presented:

1. Fosters collegiality and team-building among staff, encouraging their active involvement in decision-making.
2. Mediates and facilitates effective resolution of conflicts in a timely fashion.
3. Has a clear sense of the school's mission: actively involves the staff in planning and decision-making in order to accomplish the mission.
4. Communicates and promotes high expectation levels for staff and student performance in an enabling, supportive way.
5. Provides recognition for excellence and achievement.
6. Initiates and supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.
7. Determines and builds a common vision with staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of the school's mission.
8. Identifies, analyzes, and applies research findings (e.g., effective school research correlates) to facilitate school improvement.
9. Ensures that curriculum renewal is continuous and responsive to student needs.

10. Provides instructional resources and materials to support teaching staff in accomplishing instructional goals.
11. Systematically and continuously monitors instructional and managerial processes to ensure that program activities are related to program outcomes; uses these findings for corrective action and improvement, as well as for recognition of success.
12. Effectively administers and integrates all special programs with the regular program.
13. Is a cooperative and contributing member of the whole educational establishment (i.e., Ministry of Education).
14. Uses developmental evaluation effectively and comprehensively with all staff by systematically observing instruction, recording observations, and regularly conducting formative and summative evaluation conferences.
15. Confers with subordinates regarding their professional growth; works jointly with them to develop and accomplish improvement goals.
16. Uses a specific teacher observation instrument and ensures that evaluations clearly and accurately represent staff performance.
17. Clearly defines expectations for staff performance regarding instructional strategies, classroom management and communication with the public.
18. Is effective in interviewing, selecting and orienting new staff; makes sound recommendations relative to personnel placement, transfer, retention and dismissal.
19. Makes sure that different reports to the Ministry of Education are accurate and are timely submitted.
20. Complies with educational policies, as well as laws and regulations, in pursuing the mission of the school.
21. Is effective in scheduling activities and the use of resources needed to accomplish determined goals.
22. Develops budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implements programs within budget limits; maintains fiscal control; accurately reports fiscal information.
23. Monitors the use, care and replacement of capital equipment.
24. Manages all school facilities effectively; efficiently supervises their maintenance to ensure clean, orderly and safe buildings and grounds.
25. Displays respect for other people's time by being punctual to district and committee meetings. Responds to time limits for breaks and gives attention to proceedings.
26. Effectively develops and communicates to students, staff and parents school guidelines for student conduct.
27. Insures that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students.

28. Effectively conducts conferences with parents, students and teachers concerning school and student issues, conveying both the positive aspects of student behavior as well as problem areas.
29. Maintains student folders which contain the required data to document placement in a program that deviates from regular/mainstreamed education.
30. Uses information provided through assessment instruments, the school appraisal process and evaluative feedback from line supervisors to improve performance.
31. Strives to improve leadership skills through self-initiated professional development activities.
32. Utilizes information and insights gained in professional development programs for self-improvement.
33. Disseminates ideas and information to other professionals; provides leadership in addressing the challenges facing the profession.
34. Demonstrates awareness of school/community needs and initiates activities to meet those identified needs.
35. Demonstrates the use of appropriate and effective techniques for community and parent involvement.
36. Emphasizes and nurtures two-way communication between the school and community.
37. Projects a positive image to the community.

The group of principals were asked to complete the questionnaire directed at ascertaining their perceptions of: 1. The ten most important functions of effective principalship

2. The greatest needs for improvement.

These perceptions were further analyzed for any correlations with the gender or experience of the respondents.

THE LEADERS IN THIS SURVEY

All 377 primary school principals in Cyprus were asked to participate in this research which required them to rate the characteristics of effective principals. 58.6% of this group responded, thus giving the views of 221 principals, a group whose numbers give validity to the findings. Those readers who live outside of Cyprus, however, may now be wondering if such a group can be considered representative of primary school principals in other areas of the Commonwealth.

Compare, therefore, the characteristics of this group of respondents with those of principals from your own countries.

From those responding, 75% are men and 25% are women. The great majority (82%) are aged between 50 and 59 years¹. Another sample characteristic is that more than half of the principals (52.5%) have less than 4 years of experience in the principalship², 16% have experience between 5 and 9 years and about 19% have more than 20 years of experience as principals. With regards to their education, 88% were educated only at the level of the Pedagogical Academy of Cyprus (the Teachers' Training Institute which was a 3-year college below the Bachelor's level)³, 10% of those responding hold a Bachelor's degree and only 2% hold a Master's degree. No principal holds a Ph.D.

RESULTS

PRINCIPALS' RATINGS OF EFFECTIVENESS

The group selected the ten functions listed in Table 1, in order of priority as the most important features for effective principalship.

¹ This is not a surprising figure for the Cyprus educational system since teachers are promoted to the post of principal after having served for an average of about 25-30 years in the classroom. This is one of the greatest shortcomings of the whole system because nobody gets an opportunity to serve from the post of principal except when one is close to retirement, which is age 60.

² The fact that more than half of the principals have less than 4 years of experience indicates that a large number of principals retired very recently. The explanation for this is that a great number of young teachers (at the time) became principals after Cyprus gained its independence from Britain in 1960 and a lot of schools were being created, and by 1990 they were all retiring in larger (than usual) numbers.

³ Teacher education now in Cyprus has been undertaken by the newly created University of Cyprus where future teachers follow a 4-year university level course of study.

Table 1
The ten most important statements according to the principals' responses

Statements	Mean	Standard Deviation
1. Fosters collegiality and team-building among staff, encouraging their active involvement in decision-making.	4.79	.51
20. Complies with educational policies, as well as laws and regulations, in pursuing the mission of the school.	4.79	.58
24. Manages all school facilities effectively; efficiently supervises their maintenance to ensure clean, orderly and safe buildings and grounds.	4.77	.52
25. Displays respect for other people's time by being punctual to district and committee meetings. Responds to time limits for breaks and gives attention to proceedings.	4.76	.58
27. Insures that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students.	4.75	.54
13. Is a cooperative and contributing member of the whole educational establishment (i.e., Ministry of Education).	4.75	.56
6. Initiates and supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.	4.73	.55
7. Determines and builds a common vision with staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of the school's mission.	4.70	.54
4. Communicates and promotes high expectation levels for staff and student performance in an enabling, supportive way.	4.70	.55
22. Develops budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implements programs within budget limits; maintains fiscal control; accurately reports fiscal information.	4.68	.67

Note: The numbering of the statements corresponds to the one in the questionnaire. The ten statements are presented beginning from the most important to the least important.

From Table 1, it becomes obvious that Cypriot primary school principals acknowledge importance in two general areas: First, they attach importance to human relations among school personnel as shown by the statements concerning (1) the strengthening of collegiality and the feeling of being a team, (2) the creation of a positive, human school climate, and (3) the cooperation among staff for the creation of a common vision for school improvement.

Second, principals seem to attach importance to their relations with the Ministry of Education and to bureaucratic procedures both inside and outside the school as indicated by the following

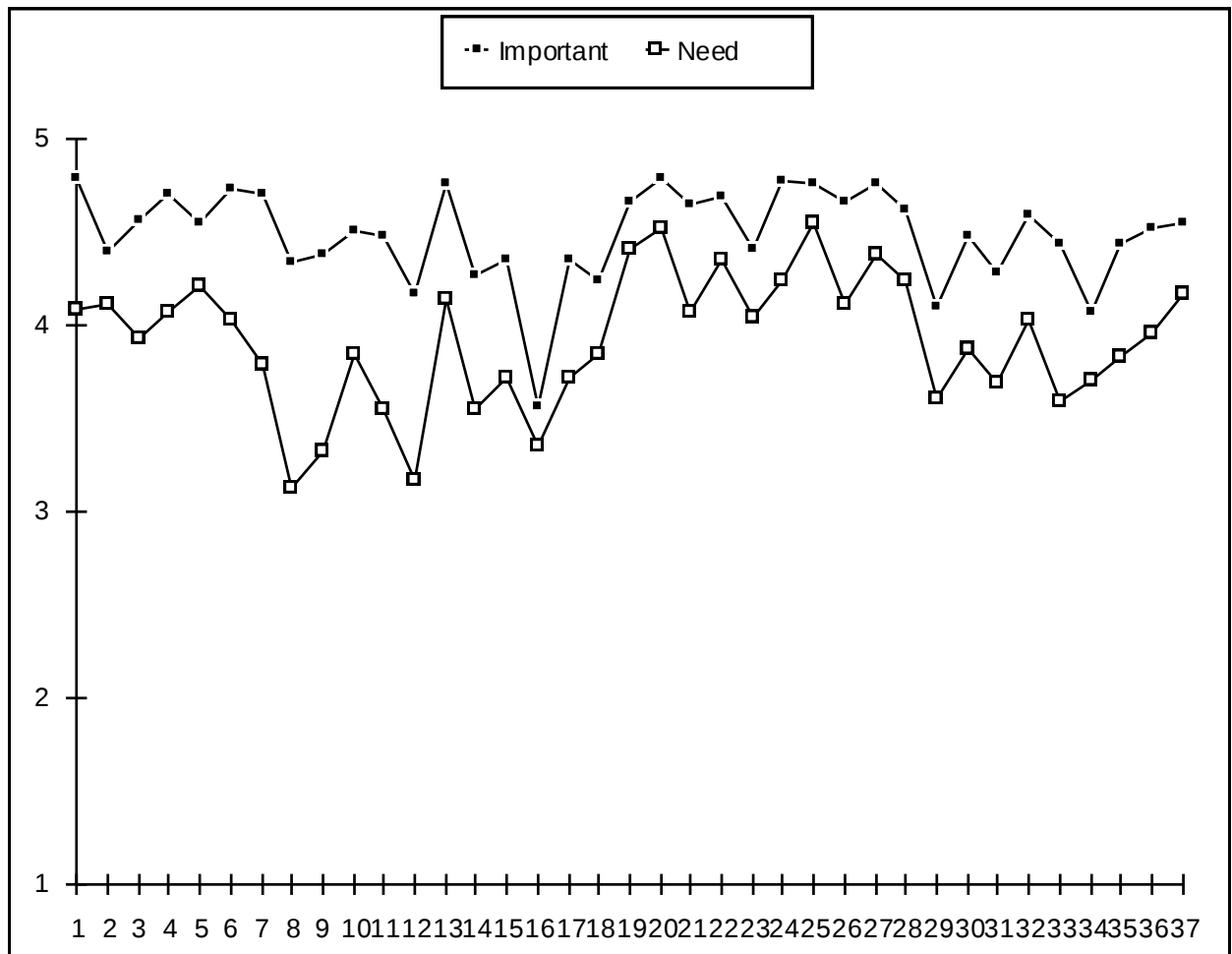
statements: (1) Complies with educational policies, as well as laws and regulations, in pursuing the mission of the school, (2) Insures that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students and (3) Is a cooperative and contributing member of the whole educational establishment (i.e., Ministry of Education).

This prioritizing of functions masks, however, the equally important finding that all 37 items were considered very important and the overall ratings accorded to each one differed very little. The general mean of all statements was 4.48 (on a scale from 1 to 5, with 5 meaning "very important"). Only one was rated less important, that which suggested using a specific evaluation instrument (or method) for observing classroom teaching for the purpose of evaluating instruction (mean 3.56). This indicates that the primary school principals of Cyprus, in general, are in agreement with the characteristics of the effective principal as found by research studies in other countries, or in other words, they believe that the qualities described in the questionnaire items are essential to being an effective principal.

PRINCIPALS' RATINGS OF NEEDS

In Table 2 which follows, the responses to the 37 questionnaire statements are presented. The top line indicates the importance accorded by the principals for the specific statement, whereas the lower line indicates where the greatest needs for improvement exist to being more effective as a principal. The greatest the gap between importance and need, the bigger the need for improvement there is.

Table 2
Mean responses for the 37-item questionnaire



As indicated from Table 2, the greatest need for improvement seems to exist in statement #8 of the questionnaire which deals with the identification, analysis and application of research findings to facilitate school improvement. In the following table, the ten statements where the greatest needs for improvement exist are presented in more detail. The ten statements are presented beginning with the statement which was perceived as having the greatest need for improvement and ending with the one with the least need for improvement. In the third column we present the percentages of the principals who indicated that they have a "great need" for improvement of their performance in the specific statement.

Table 3
The ten statements where the greatest needs for improvement exist according to the principals' responses

Statements	Difference	Percentages (%)
8. Identifies, analyzes, and applies research findings (e.g., effective school research correlates) to facilitate school improvement.	1.22	40
9. Ensures that curriculum renewal is continuous and responsive to student needs.	1.06	36
12. Effectively administers and integrates all special programs with the regular program.	1.01	40
11. Systematically and continuously monitors instructional and managerial processes to ensure that program activities are related to program outcomes; uses these findings for corrective action and improvement, as well as for recognition of success.	0.92	27
7. Determines and builds a common vision with staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of the school's mission.	0.91	26
33. Disseminates ideas and information to other professionals; provides leadership in addressing the challenges facing the profession.	0.84	34
14. Uses developmental evaluation effectively and comprehensively with all staff by systematically observing instruction, recording observations, and regularly conducting formative and summative evaluation conferences.	0.72	31
1. Fosters collegiality and team-building among staff, encouraging their active involvement in decision-making.	0.71	26
5. Provides recognition for excellence and achievement.	0.71	21
4. Communicates and promotes high expectation levels for staff and student performance in an enabling, supportive way.	0.64	20

Note: The numbering of the statements corresponds to the one in the questionnaire. The ten statements are presented beginning from the one which was indicated as having the greatest need for improvement.

As shown in Table 3, the results can be divided into two groups of needs as follows: The first group of needs lies in the area of the introduction of new ideas in the school unit that are based on research findings. This fact is shown by the percentages of the principals indicating that they have a need of improvement in the areas of (1) Identification, analysis, and application of research findings (e.g., effective school research correlates) to facilitate school improvement (40% of the respondents indicated that they have a great need for improvement in this area), (2) Ensuring that

curriculum renewal is continuous and responsive to student needs (36%), (3) Systematically and continuously monitor instructional and managerial processes to ensure that program activities are related to program outcomes; using these findings for corrective action and improvement, as well as for recognition of success (27%), and (4) Disseminating ideas and information to other professionals; providing leadership in addressing the challenges facing the profession (34%). This expression of needs for identification, analysis, and application of research findings does not come as a surprise since educational research activity in Cyprus is very limited due to the fact that, until 1992, there was no university on the island. Therefore, there was no specific knowledge of what was going on in the rest of the world and principals feel the need to keep informed. As of 1992, the University of Cyprus opened its doors and, hopefully, this need will be addressed to some extent.

A second group of needs is presented in the broader area of personnel evaluation and transmittal of expectations to staff. This is clearly indicated by the percentages of principals declaring the need for improvement in the areas of (1) Using developmental evaluation effectively and comprehensively with all staff by systematically observing instruction, recording observations, and regularly conducting formative and summative evaluation conferences (31%), and (2) Communicating and promoting high expectation levels for staff and student performance in an enabling, supportive way (20%). The expression of a need to use developmental evaluation methods and/or instruments is warranted since principals in Cyprus are asked to assist (as instructional leaders) their staff without any education or knowledge as to how to do that.

DOES GENDER INFLUENCE PERCEPTIONS?

As can be seen from the t-tests presented in Table 4, it seems that women principals regard six out of the seven areas of the questionnaire as more important when compared with their male counterparts. The area in which no statistically significant difference was observed is the one concerning "School Improvement" where the principals of both sexes seem to have the same opinion. It seems that women principals attach more importance to the seven questionnaire areas when compared with their male counterparts.

Table 4
Differences in the importance attached to the seven questionnaire areas with regards to the sex of the respondents

Areas		Means	t-tests	p-value
School Climate	Men	4.56	-3.44	0.001*
	Women	4.75		
School Improvement	Men	4.48	-1.68	0.096
	Women	4.61		
Curriculum Management	Men	4.39	-3.83	0.0001*
	Women	4.65		
Personnel Management	Men	4.08	-2.51	0.013*
	Women	4.33		
Administration and Fiscal/Facilities Management	Men	4.63	-1.98	0.050*
	Women	4.76		
Student Management	Men	4.45	-4.22	0.0001*
	Women	4.73		
Professional Growth and Development	Men	4.35	-3.11	0.002*
	Women	4.60		

* Statistically significant difference

It is interesting that female principals in Cyprus feel that most areas described in the questionnaire are more important when compared with their male counterparts. This could be due to the fact that these female principals consciously wanted to go overboard in stressing the importance of these statements in order to indicate their knowledge and commitment in what is (or should be) an effective principal. This need to go overboard was probably felt (to a larger extent than male principals) because women in Cyprus have been deprived of positions of authority in the educational system for a number of years and, therefore, possibly wanted to indicate their "knowledge" of effectiveness in the principalship.

DOES EXPERIENCE INFLUENCE PERCEPTIONS?

Based on their years of experience as principals it becomes obvious that the respondents have certain differences as to how they see their needs as is indicated in Table 5. Basically, the principals with the fewest years of experience (0 to 4 years of experience as principals) indicate that they have a greater need for improvement in the areas of "School Improvement", "Personnel Management", and "Professional Growth and Development", when compared with their more experienced counterparts. Basically, they indicated that they had greater need for improvement in all areas, however, only the differences in the three areas mentioned above were statistically significant.

Table 5
Differences in the existence of the greatest needs for improvement with regards to the years of experience as principals

Areas	Means	t-tests	p-value
School Climate	Experience < 4 yrs 4.03 Experience > 4 yrs 4.22	-1.34	0.18
School Improvement	Experience < 4 yrs 3.33 Experience > 4 yrs 3.61	-1.99	0.05*
Curriculum Management	Experience < 4 yrs 3.54 Experience > 4 yrs 3.73	-1.25	0.21
Personnel Management	Experience < 4 yrs 3.50 Experience > 4 yrs 3.80	-1.97	0.05*
Administration and Fiscal/Facilities Management	Experience < 4 yrs 4.25 Experience > 4 yrs 4.47	-1.55	0.12
Student Management	Experience < 4 yrs 3.97 Experience > 4 yrs 4.15	-1.13	0.26
Professional Growth and Development	Experience < 4 yrs 3.75 Experience > 4 yrs 4.08	-2.11	0.03*

*Statistically significant difference

The fact that principals with fewer than four years of experience feel the need to improve in the areas of "School Improvement", "Personnel Management" and "Professional Growth and Development", seems to indicate that a principal can learn "on the job" about school improvement

and dealing with personnel and, therefore, the more years of experience the less need there is. As for professional growth and development, it is natural for principals who are new on the job to have a greater need for development. As for the remaining four areas it seems that more or fewer years on the job does not make any difference. This could be explained as follows: "School climate" is more or less taken for granted in Cyprus primary schools because they are usually small and relations among staff are cordial and, therefore, the principal does not need to do much in order to foster a positive school climate. The area of "curriculum management" is not one of high priority since the principals are not really involved in it (it is the inspectors' job) and, therefore, having been a principal for more or fewer years does not really make a difference for this area. As for "student management", it seems that this is an easy area to deal with in Cyprus because primary schools tend to be small in terms of numbers and students are well-disciplined. No major discipline problems exist with the primary school student population on the island.

IV. UNIVERSALITIES OF MANAGEMENT?

First, the fact that **all** respondents considered **all** statements as very important for their effectiveness as principals should be underlined. This indicates that the characteristics of the effective principal (as were presented in the questionnaire) are valid for primary school principals in Cyprus irrespective of the place where they live or the educational system which they serve. This fact is very encouraging for research on the effective principal because it provides another piece of evidence of the universality of these characteristics.

Second, the greatest needs appear in the area of "School Improvement". It is not a coincidence that principals who participated in this research declare their need for improvement in the general area of school renewal. Since the majority of school principals in Cyprus does not have any formal or systematic education in the area of educational administration, they have no new ideas they can introduce to the school units which they lead or they do not know how to introduce change. At the same time, these principals feel more and more the need to become change agents for their schools and communities, and are, therefore, expressing a need to learn how to do that.

Third, there seems to be some need for improvement in the area of Special Education since 40% of the respondents indicated that they have a need for improvement in directing students in programs that deviate from regular/mainstreamed education. This fact is in accord with the general situation of Special Education in Cyprus which is still in an embryonic stage and it is only in the last decade or so that needs in this area are becoming more evident after Law 47/1979 about Special Education was enacted (Pashiardis, 1992).

Furthermore, a large percentage (34%) of the respondents indicate that they have a need in the area of "Professional Growth and Development". Basically, the principals who responded feel the need to be informed about what is happening in the area of educational research and be able to disseminate research information and introduce new ideas to their staff. This need is in conjunction with their role as the informed leader (Bennis et al., 1964; Sweeney, 1980; Hall and Hord, 1987). Also, the existence of a need for improvement in this area is an indication of the need to provide the principals with further education and in-service opportunities both for the purpose of personal development as well as for the purpose of feeling professionally fulfilled.

It is also obvious that the principals who responded attach great importance on interpersonal relations with their school staff. This emphasis on the group can be explained by the fact that primary schools in Cyprus are usually small (both with regards to students as well as with regards to teaching staff) and, therefore, human relations become very important for school effectiveness. For instance, imagine a situation with a small school of 4 or 5 teachers who do not get along; it would be highly inefficient (or almost impossible) to operate such a school. Whereas, in a larger context, differences among a small number of colleagues or lack of collegiality do not tend to become a major problem because these differences are diluted in the larger context.

The fact that the principals attach great importance to their relations with the Ministry of Education can be interpreted as a result of the very centralized educational system of Cyprus, where School-Ministry of Education relationships are of vital importance both for the school as a unit which is totally dependent on the Ministry as well as for the principal for further professional attainment and future promotions.

In general, the greatest needs seem to exist in areas where the principals were never educated or in-serviced, such as ways of improving their schools through the introduction of findings of current educational research in the everyday practices of schools. Also, a need seems to exist in the area of curriculum management, in-service of teaching personnel, school climate, issues dealing with teacher evaluation, etc.

Therefore, the most important proposition one can make is probably the urgent need for the creation of sound graduate programs in educational administration and evaluation where future principals will be prepared for the task awaiting them. Such a program has to prepare principals on effective teaching processes in the way they have been revealed in the effective schools research (Brookover, 1979; Edmonds, 1979; Fuller, 1987; Levine and Lezotte, 1990; Lezotte, 1989). The creation of such a program should be a top priority so as to prevent more teachers from becoming principals without some basic notions of educational administration.

A second proposition (perhaps as equally important as the first one) is that of continuous in-service education for principals. A full-fledged in-service program could involve issues such as the ones mentioned above and be provided in different ways i.e., through local or regional conferences. In addition, the Ministry of Education could subsidize travel abroad in order to enable principals to take part in international conferences. Another way of keeping them updated on new developments in school administration would be the provision of "Sabbaticals" in the same way that university professors use this benefit. Principals could go away for three or six months (with their salary paid in full) for the purpose of renewing and re-educating themselves, conducting research, or just use this time in whatever manner the principal sees fit for his/her own benefit and professional growth.

A third proposition would be the creation (within the Ministry of Education) of a research unit where a data base for the collection and cataloguing of recent research findings in the general area of school administration as well as on matters of broader educational research would operate. This

unit would serve the purpose of disseminating small synopses of the main research findings to the schools.

In conclusion, one could argue that primary school principals in Cyprus do not differ from their counterparts in other places of the world where research is taking place in the area of effective school leadership. Furthermore, it became obvious that the principals themselves know which areas they need to improve in order to become more effective and do not hesitate to indicate them when asked. The task is on those who have the policy-making and decision-making authority to use research findings in order to conduct needs-assessment studies of these school principals and then proceed in meeting those needs bearing in mind the needs of the larger context in which the whole educational system operates.

REFERENCES

- Bennis, W.G., Benne, K.D., and Chin, R. (1964). The planning of change. New York: Holt, Rinehart and Winston.
- Brookover, W.B., Beacy, C., Flood, P., Schweitzer, J. and Wisenbaker, J. (1979). School Social Systems and Student Achievement. New York: Praeger.
- Cook, B. (1990). Strategic planning for America's schools. Montgomery, Alabama: American Association of School Administrators.
- Edmonds, R. (1979). Effective schools for the urban poor. Educational Leadership, 37, (1), 15-24.
- Firestone, W.A. and Wilson, B.L. (Spring, 1985). Using Bureaucratic and cultural linkages to improve instruction: The principal's contribution, Educational Administration Quarterly, 21, 7-30.
- Fuller, B. (1987). School effects in the Third World. Review of Educational Research, 57, (3), pp. 255-292.
- Hall, G. and Hord, S. (1987). Change in schools: facilitating the process. Albany, N.Y.: SUNY Press.
- Levine, D. and Lezotte, L. (1990). Unusually Effective Schools: A Review and Analysis of Research and Practice. Madison: NCESRD Publications
- Lezotte, L. W. (1989). Selected resources compiles for the 7th annual effective school conference, National School Conference Institute Rimrock, Arizona.
- Mortimore, P., Sammons, P., Ecob. r. and Stoll, L. (1988). School Matters: The Junior Years. Salisbury: Open Books.
- National Association of Elementary Schools Principals. (1986). Proficiencies for principals: Kindergarten through eighth grade. Reston, Virginia: National Association of Elementary Schools Principals (NAESP).
- Pashiardis, P. (1992). U.S. Law on Special Education (P.L. 94-142) and a comparison with what is happening in Cyprus. Conference proceedings. European Symposium: "Persons with Special Needs", Rhodes, Greece, 8-10 May, 1992.
- Pashiardis, P. (1993). Selection Methods for Educational Administrators in the U.S.A. International Journal of Educational Management, 7, (1).

- Reynolds, D. and Cuttance, P. (1992). School Effectiveness: Research, Policy and Practice. London: Cassell.
- Rutter, M., Maughan, B., Mortimore, P. and Ouston, J. (1979). Fifteen Thousand Hours: Secondary Schools and their Effects on Children. London: Open Books.
- Shoemaker, J., and Fraser, H. (1981). What principals can do: Some implications from studies of effective schooling, Phi Delta Kappan, 63, p. 178-182.
- Sweeney, J. (June, 1980). Training educational leaders as change agents: The effect of the internship, Educational Technology, 42-45.
- U.S. Department of Education. (1987). Principal selection guide. Washington, D.C.: Government Printing Office.
- Walberg, H. J. (1991). Improving school science in Advanced and Developing Countries. Review of Educational Research, 91, (1), pp. 25-69.

Note: The author wishes to thank two anonymous reviewers for their excellent comments and suggestions which helped enhance the quality of this paper.