

**EMOTIONAL EXPERIENCES OF
A HEAD TEACHER DURING THE
FIRST TWO YEAR PERIOD OF
LEADERSHIP IN A SECONDARY
SCHOOL IN CYPRUS**

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STATEMENT OF ORIGINAL AUTHORSHIP

The work in this thesis has not been previously submitted for a degree or diploma at any other higher educational institution. To the best of my knowledge and belief, this thesis contains no material that has been previously published or written by another person, except where due reference is made.

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ABSTRACT

This case study explored the nature of emotional experiences of a female newly appointed head teacher, the Novice, in a public Cypriot lower secondary school in Cyprus. Coping strategies and the development of interpersonal relationships with teachers, in association with trustworthy leadership, were followed in terms of a step by step process. The study draws upon qualitative research methods, rooted within the naturalistic paradigm in order to illuminate the emotions associated with the professional and organizational socialization of the Novice in the context of Cyprus. Data were collected through head teacher observation and semi- structured interviews, as well as semi-structured interviews and questionnaires with teachers.

Emotional experiences were associated with challenges faced throughout transition and were classified according to four adaptation phases, accompanied by intense Emotional Labour. During the first phase, the Novice realizing the ultimate responsibility that was associated with the role, felt shocked, isolated and lonely. During the second phase, feelings of anger, anxiety, frustration and bitterness prevailed. Mental and physical exhaustion were tied in with being sad, depressed, desperate and feeling sorry for herself. Finally, during the last phase when the Novice accepted the situation, feelings of assertiveness and contentment finalized the successful adaptation to the new environment as she had successfully built trust, becoming a trustworthy leader.

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LIST OF ABBREVIATIONS

CD	Criteria of Discernment
CES	Educational System of the Republic of Cyprus
CPD	Continuous Professional Development
CPI	Cypriot Pedagogical Institute
ESC	Educational Service Commission
EU	European Union
FT	Facets of Trust
KIE	Public Institute of Further Education in Cyprus
LEA	Local Educational Authority
MoEC	Ministry of Education and Culture of the Republic of Cyprus
NITPSL	National In-Service training Program for Secondary School Leaders
NOVICE	Newly appointed Head teacher
THE NOVICE	The newly appointed head teacher at Beetle School
PA	Parents' Association

TRL	Criteria of Trustworthiness
UK	United Kingdom
USA	United States of America

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1. CHAPTER

CONTEXT OF STUDY

My thesis describes the emotional experiences of a newly promoted female head teacher within the first two years of appointment in a public Cypriot lower secondary school, in the Republic of Cyprus. In this first chapter, I aim to give a full picture of the educational context in which my study took place. This will enable the reader to understand the policy framework which informed and influenced the research process. Context setting begins with a brief section on the Republic of Cyprus and the Cypriot Educational System (CES). It is followed by an explication of the practices of school leaders and educators, and a brief review of previous research about emotional leadership in Cyprus. In order to inform the reader about what motivated me to pursue further studies and choose this subject, I will refer briefly to my professional journey and inspirations.

1.1. THE ISLAND OF CYPRUS

I start this chapter with a brief description of the country where my research took place. My homeland, the Republic of Cyprus, where I was born and currently work as a teacher in public Cypriot secondary education, is situated in the Eastern Mediterranean. Having been a British colony since 1878, the Republic of Cyprus was founded in 1960 consisting of two main populations: 80% Greek and 18 Turkish speaking. In 1974, 38% of its Northern territory was invaded and is still occupied by Turkish troops. My research took place in the Republic of Cyprus which is part of the EU and has around 800,000 inhabitants.

Although the educational system had a long tradition of being influenced by the Greek Orthodox Church (Persianis, 2006), since Cyprus joined the EU in 2004, it has been required to adopt EU educational policies.

From this point onwards I will limit my description of the island of Cyprus and focus on the Cypriot educational sector.

1.2. EDUCATORS IN THE CYPRIOT EDUCATIONAL SYSTEM

In this section, I will outline the basic structure of the Cypriot Educational System (CES) in order to give the reader awareness of the public secondary education system. I will refer to the basic structure of the CES, its characteristics and educators. I will discuss appointments, performance review, promotions of teachers and head teachers, the National In-Service training Program for Secondary School Leaders (NITPSL), as well as tasks and support systems in headship. This will enable the reader to follow the framework in which head teachers work in the CES.

The MoEC (Ministry of Education and Culture) is in charge of all educational policies, the administration of primary and secondary education, as well as educational law enforcement. The Educational Service Commission (ESC) is a five-member committee assigned by the Council of Ministers. It is responsible for appointments and promotions, transfers and secondments in the public sector of primary and secondary education. In contrast to other educational systems, Local Educational Authority (LEA) in Cyprus is only accountable for school premises, including construction, maintenance and equipment (World Bank, 2014). Education in state schools is free and obligatory until children become 15 years old or finish the third grade of Gymnasium, which is the lower secondary school. This is followed by the Lyceum or technical school which are upper secondary schools, catering for the 15-18 age groups.

Educators are appointed and promoted by the ESC. Therefore head teachers have no official input in choosing either their teachers or administration staff. Teachers are appointed to permanent positions and

procedures for dismissal due to poor performance are very difficult. Teacher evaluation is undertaken by head teachers and faculty inspectors from the MoEC, whose responsibility is to implement educational policies, advise and guide teachers. District inspectors have responsibilities associated with schools in their geographical district (MoEC, 2014).

Teachers can be promoted to the role of deputy or middle manager, which involves playing a key role in coordinating and delegating disciplinary and administrative matters, as instructed by the head teacher (World Bank, 2014). There are two kinds of deputies, A and B, whereby A is the highest. Deputies A can be promoted to head teachers after a minimum of a two year period which is often shortly before their retirement. The criteria for their promotion are based on seniority, the assessments of inspectors, additional academic qualifications and an interview with the ESC. Promotions are associated with a school transfer away from their home town. Since they are announced shortly before taking on headship, newly appointed head teachers (novices) do not have much time for preparation.

Novices are required to attend a compulsory NITPSL program, which takes place once weekly at the Cypriot Pedagogical Institute (CPI) during the first year of appointment. It includes a theoretical foundation, focusing mainly on the management of buildings and human resources, the evaluation of teaching and schools, effective school practices and innovation (Pashiardis, Savvides, Lytra & Angelidou, 2011).

Pashiardis et al. (2011) considered it to be rather bureaucratic in nature, failing to prepare novices adequately for their role. Since they are assigned without the prerequisite of any formal educational leadership qualification, the MoEC assumes that good teachers become good head teachers (Pashiardis, 1997). According to Thody, Papanou, Johansson & Pashiardis (2007), attending training on the job is not of much help, because it occurs during their first year in post. So, novices are practically left alone to survive in their new role and environment, as effective support systems are not in place (Ibid). Head

teachers' main function is to perform routine administrative tasks such as communication with the MoEC, all stakeholders, church, welfare and counselling services. Tasks include the supervision of the entire school, administration and staff, while they carry full responsibility for all school related matters, from the condition of premises to the implementation of all top-down directives and policies (Pashiardis et al. 2011).

In addition, they are expected to encourage staff and pupils towards excellence leaving no child behind, ensure high achievement and relevant developmental activities, monitor teachers' classroom work, develop a collaborative school climate, solve all upcoming issues and provide guidance to teachers. Since educators are subject to rotation policies, staff composition may change up to the half each year. So, each September head teachers return to their schools not knowing their staff because around half of them are new. Their lack of autonomy urges them to obtain written authorization, even for internal school activity matters. They do not even have the authority to handle money (Pashiardis, 1997). As a result, even the repair of an air conditioner may take months, because the head teacher needs to engage in a bureaucratic and often long procedure with the LEA. LEA is responsible for school premises and the supply of many consumable products. Together with MoEC they are also responsible for school staff like for example secretaries and cleaners.

It is worth mentioning that striving for excellence relies on head teachers' own satisfaction and ambition, because there are no rewards for effective leadership. Their evaluation includes a general school inspection, every two years by a group of inspectors, which is rather bureaucratic in nature (World Bank, 2014). In reality, there is little difference in the grades assigned among head teachers (Ibid).

CES has distinct characteristics. The first is the privilege given to seniority, which is designed to provide more benefits for long service in assessment for promotions, appointments and secondments. The second is the

limited focus on learning outcomes of pupils, because there are no educational national standards (World Bank, 2014).

According to Pashiardis et al. (2011:2), the “educational administration is highly centralized and bureaucratic” in Cyprus. Beside many disadvantages, he defined the main characteristic to be centralization. This highlights the existence of bureaucratic procedures with a lack of communication and coordination between different departments. In addition, Pashiardis (2004) discussed further drawbacks. First, the system prevents innovation, avoids acceptance of responsibility and fails to supply support to schools. By operating according to an approach of “one size fits all”, it ignores the particularities of each school. Secondly, conservatism describes a degree of skepticism towards the introduction of educational reforms. Thirdly, unionism underlines the political power of unions, which are strongly influenced by political parties, because they persuade many voters. Being quite strong, unions negotiate salaries and working conditions. He argued that motives behind appointments within the CES are not founded on notions of democracy or meritocracy. In resonance, Athanasoula-Repa & Lazaridou (2008) justified this argument by describing how political party representatives are present during interviews for promotions in the CES, so that outcomes become subject to political influences and favoritism.

Favouritism or nepotism is defined according to the Oxford Dictionary (<https://en.oxforddictionaries.com/definition/nepotism>) as the inclination to promote individual interests, neglecting others with equal demands. Investigating nepotism in Cyprus, which contributes to unjustified practices, is reflected in undeserving promotions and appointments, as well as privileged transfers. Georgiades (2006) published the results of his empirical survey which included 150 Cypriots. His research revealed that nepotism is common in Cyprus and spread out across most fields. Such practices, “catalyze upward social mobility”, substituting merit (Ibd:117). He concluded that the system contributes to the promotion of individuals who conform to the prevailing norms and are reluctant to express their personal opinion.

Due to historical reasons, this phenomenon in Cyprus became ingrained in ethnic attitudes and gradually solidified with cultural norms (Georgiades, 2006). It has been fuelled by cultural acceptance that Cypriots cannot represent their personal opinion, because it can only occur through the organized interests of social groups which are “legitimate socio-political actors” (Dieronitou, 2010:175). Consequently, educators are pushed to promote their interests through established channels. As a result, things are not accomplished if somebody does not know a person who has power or belongs to an organized political group (Dieronitou, 2010).

Skotinou (1995, as cited by Dieronitou, 2010) concluded that the level of commitment of teachers is strongly associated with their affiliation to political parties, which is reflected in the politicization of teachers’ union elections. Consequently in the CES, cultural norms urge teachers to focus on their politicization, should they strive for promotion, instead of focusing on the improvement of their teaching and leadership practices. Due to the lack of principled engagement of meritocracy and equality, which are core in education, promotions and appointments, have been in many cases awarded discriminately to favoured candidates based on their social or political connections. Therefore, the most deserving educators, who should have been rewarded, could experience frustration, feeling that their zealous endeavours were in vain. This presents a risk, because victims of unjust favouritism could become discouraged and give up on effective professional practices. I would argue that the small size of the Cypriot educational community facilitates the formation of social connections, favourizing nepotism. Thus conditions in the CES make the framework in which head teachers have to work very challenging.

All those factors render the CES as an out-dated system which needs to be reformed. Dieronitou (2010:175) examined the impact of educational reforms in relation to philological teachers in Cyprus. She involved teachers and educational administrators in focus groups and interviews. She argued that “syndicalistic” tendencies of unions have been blocking reforms, damaging the

reputation of teachers' professionalism (Dieronitou, 2010:90). Finally, she concluded that:

“Given the teachers great dissatisfaction with the highly politicized trade unions, the unjust form of favouritism which infiltrates the way they are being evaluated and promoted, it is not a surprise that most view with enthusiasm the forthcoming accountability reforms”.

Studying teacher policies in Cyprus, a report published by the World Bank (2014) identified the following areas of weaknesses making suggestions for improvement: 1) Initial teacher education, 2) Employment rules, 3) Teaching Practices and Autonomy, 4) Monitoring and Evaluation of Teaching Quality and finally, 5) School Leadership. Having discussed reasons which have impeded and encouraged educational reforms, I would argue for the need to embrace all aforementioned suggestions.

Summarizing, the most important characteristics of the CES are bureaucracy, centrality, seniority and conservatism. The MoEC and ESC have full responsibility for all public primary and secondary educational matters, including educators' appointments, promotions and transfers. While I have discussed reasons which have been impeding the modernization of the system, I have also discussed factors which encourage educational reforms. Head teachers in the CES are assigned with many responsibilities and their restricted autonomy leads to difficulties in school leadership. All factors indicate strongly the need for fundamental reforms which are being introduced step by step due to political factors.

1.3. MY PROFESSIONAL JOURNEY **AND INSPIRATIONS**

In this section, I will discuss my professional journey, experiences in the CES and the reasons which motivated me to choose the subject of emotional leadership for my thesis.

After graduating from Cypriot secondary education, I studied Biology and Business Administration at German Universities, where I completed my Masters, followed by a Bachelor of Naturopathy from Australia. Returning to Cyprus, one of my posts as a Biology teacher in secondary education was in the Mountain City School.

While my first year in this post passed by without major problems, in the second year, the pleasant school climate became unpleasant with the arrival of a newly appointed head teacher, a novice, I shall call John. Poor management decisions, conflicts and misunderstandings with and among educators and other school staff, led to an environment full of suspicion. There was a school dichotomy of two opposing groups: a small “pro” John and a big “anti” John factions. He seemed to mistrust everyone around him. This attitude led him to gradually withdraw into his office, and consequently isolate himself from the rest of the school.

Additionally, further sub-groups formed and gossiping among teachers became rife. The bad climate and unresolved matters piled up to create frustration and tension in the school community. There was a strong tendency within the school in most cases to blame someone else for upcoming misfortunes. So, the head teacher blamed the teachers for pupil misbehaviour, the teachers blamed the children and parents blamed the whole school. According to Hargreaves (2003), assigning blame prevents learning and discourages the creation of knowledge. In addition, the situation impedes transformation and growth in schools.

From my perspective, John had poor leadership abilities and struggled to manage the demands of his role while the school was steadily falling apart. I also believe that his emotional negativity and victimizing approach were blocking him, not only from keeping a clear overview but also from resolving problems. Unfortunately, this led from one poor leadership decision to the next. According to Le Doux (1998), emotions are so powerful that when suppressed or ignored, they act without being noticed, taking over and muddling thinking processes. This leaves little capacity to direct attention towards taking wise decisions.

The differences in school leadership, which I experienced under different head teachers, led to my reflections and speculations about what had gone wrong in John's case. I found myself intrigued and wanting to expand my knowledge. I wanted to know what other head teachers were doing differently to John that enabled them to successfully survive in their new environment. Increasingly, I felt drawn to exploring and understanding the role of emotions in leadership, because I speculated, at that time, that the reason for John's unhappiness was his inability to handle emotional matters in leadership. While my interest in exploring emotions was triggered, at the same time I was fascinated by their power.

Furthermore, the next year I was seconded to be school administrator of a Public Institute of Further Education (KIE). KIE are afternoon schools administered by the public secondary education section at the MoEC. They aim to help weak pupils with their school homework and teach foreign languages to pupils and adults. Having the responsibility of my KIE School, I experienced in my role emotions such as anger, sadness and tension. Despite my considerably less demanding administrative role and assignment of minor tasks and responsibilities, in comparison to secondary schools, I still felt powerless, discouraged, threatened, mistrusted and disappointed.

The way I sometimes felt reminded me of my experiences at Mountain City School. Only this time, I found myself on the other side of the fence, as I

was the administrator expected to manage the school successfully. The change in my role from teacher to KIE administrator, gave me another perspective which evoked different kinds of emotions. The frustration I had experienced as a teacher dealing with John and my judgemental attitude towards him, turned into compassion and empathy. I could then understand how difficult it must have been for him to be a lone voice in the wilderness. Only then I realized the frustration he must have experienced, being unable to turn the challenging situation around.

Reflection helped me to appreciate the difficulties associated with leading schools. I recognize my need to improve my leadership skills by pursuing a Professional Doctorate in Educational Leadership. Through this thesis, I hope to gain knowledge by investigating the emotional experiences of another novice who has successfully adapted to her new role and environment. I hope that my ability to analyze and reflect will ameliorate, and that I will experience personal growth. Finally, I hope that I will be able to build trustful interpersonal relationships in my working environment and handle emotionally challenging situations more effectively.

Choosing the subject for my thesis, I was misled about the reason for John's inadequate emotional skills which I identified at that time as low Emotional Intelligence. After working for two years on the subject and discussing it with my supervisors, I realized that dealing with emotions cannot be a form of intelligence (Barrett & Campos, 1987). Neither could it relate only to a set of special abilities or traits, as presented in different Emotional Intelligence models. Arguing from a scientist's epistemological perspective and lacking the basic knowledge of psychological and philosophical concepts, I struggled to be critical of the Emotional Intelligence model. Therefore, I did not recognize its weaknesses. Acquiring more knowledge, I changed my highly scientific approach towards the exploration of emotional experiences, regarding them as an interaction between the individual and its environment.

Discovering the socially constructed nature of emotions, I extended my whole person approach, which I had adopted based in my Naturopathic studies, from the physical to the mental and emotional domains. Thus, I am taking a holistic view, combining body, mind and emotion in Educational Leadership. This changed the head teacher's role from that of a mere strategist to a person growing through responding to events, as well as influencing those events by the way of being, both emotional and cognitive. So, recognizing that emotions are created through social interaction (Harris, 2007), I positioned myself as a Constructivist, changing my subject from Emotional Intelligence to Emotional Experiences in Leadership.

The close examination of emotional experiencing of head teacher induced self-reflection about my professional and personal practices which led to self-acknowledgement. I realized that social reality is composed of many unique layers that are interwoven, abandoning my scientific approach. Therefore, I changed my methodology from mixed-method research, where I intended to "measure" emotional skills applying EI, to qualitative research. This enabled me to approach people on an individual level and attempt to comprehend how individuals construct their own emotional world. In this sense, I accepted the uniqueness of each person's reality created by their own individual experiences and belief systems. Thus, I acknowledged the necessity to accept people as they are, and not as I would like them to be, to attempt to understand situations from someone else's point of view rather than from mine, and to detach myself from situations in order to resolve problems effectively.

I wish to share my new awareness by offering support to school leaders in relation to the emotional aspects of their work. I wish to inspire them to communicate their daily experienced emotions in a constructive way; to realize the importance of reflection, awareness and authentic feedback from teachers about themselves. As Day (2001) argued, the work of head teachers became complex and unpredictable, because they are the link among all school stakeholders and the key to the formation of a positive school culture (Sergiovanni, 1995). Although emotions were traditionally considered

peripheral (Ashforth & Humphrey, 1995), daily reality showed, that the ability to deal with emotional experiences effectively is a vital skill in leadership (Dasborough & Ashkanasy, 2002).

Summarizing, my experiences as an educator in the CES urged me to explore the role of emotions in leadership. Misled by my limited knowledge and scientific approach, I neglected the concept of emotions, being socially constructed in interaction with the environment. The realization encouraged me to adopt a holistic and constructivist approach to research emotions within my context of study.

1.4. EMOTIONAL LEADERSHIP IN CYPRUS

In this section, I will inform the reader about existing literature regarding emotional experiences in leadership within the secondary educational context in Cyprus. My first task was to undertake a literature search in order to find previous research conducted in the areas of emotions and leadership.

Zembylas has done extensive research in the area of emotions in education, in Cyprus. He concentrated on teachers' emotions in primary education and published numerous articles and books, such as the most recent ones "Methodological Advances in Research on Emotion and Education" (Zembylas & Schultz, 2016) and "Emotion and Traumatic Conflict: Reclaiming Healing in Education" (Zembylas, 2015). His main areas of interest were emotional labour and caring for teachers' emotions. In reference to head teachers' emotions, he published "The emotional aspects of leadership for social justice in 2010. Implications for leadership preparation programs". This was an ethnographic case study of a Cypriot principal and it related to the emotionality of social justice leadership. He used observation and head teacher interviewing in a school which consisted of 130 pupils speaking 9 different languages. His findings revealed that emotions, vision and common practices were involved in coping strategies. Practical implications disclosed the

necessity of skills and knowledge to cultivate emotional reflexivity. This facilitated the introduction of change, so that leadership for social justice gained a central place in Educational Leadership. It also involved, understanding emotions as a motivating factor in order to establish a relation between cause and effect through reflection. Although my research is also an ethnographic case study about emotional leadership, it focuses on emotional experiences during transition to headship.

Pashiardis (1998) published a study where 49 male and female principals in primary education were interviewed, making a reference to their emotions. They related to qualities which were considered as “female” like caring, as well as the expression of feelings and emotions in their leadership style. However, head teachers only mentioned emotions they had experienced without analyzing them further.

I would argue that despite the centrality allocated to the headship role, the human dimension behind the role has been neglected and objectified so far, with the result that emotions in leadership still remain taboo in Cyprus. However, due to the lack of effective support provided to head teachers in the CES, emotions are of great significance, because head teachers rely mostly on themselves to survive. Their emotions can act as their “compass” which is constructed with their environment to navigate them through hardship, because it enriches their perceived information.

In summary, exploring existing literature in Cyprus I found that the main focus had been on teachers’ emotions but not so much on Educational Leadership. This moved me to expand the knowledge in the field in order to generate more interest in the emotional aspects of leadership within the CES.

1.5. RESEARCH QUESTIONS

In this section I will inform the reader about my research questions.

Identifying areas of further research and combining them with my personal reflections and inspirations, I formulated the questions which guided my investigations. In conclusion, my research questions became:

- 1) What are the key emotions in the early stages of school leadership in Cyprus?
- 2) How do newly appointed Cypriot principals cope with their emotions during the first two years in their role?
- 3) What factors influence the development of effective interpersonal relationship between school leader and teachers during this period?

1.6. STUDY OUTLINE

In order to answer my research questions, I decided to pursue a case study in a Gymnasium which counted under the category of difficult schools in Cyprus. The head teacher was a newly appointed female, I shall call, the Novice. My thesis is structured to guide the reader through my theoretical and practical investigations which will enable me to answer my research questions. For this purpose, I included a Literature Review to inform the reader of the theoretical background. It consists of three chapters:

1. Chapter: "Exploring Emotions" includes perspectives, approaches and definitions, classification, nature, Emotional Contagion and connection between emotion and cognition.
2. Chapter: "Emotion Regulation" includes definitions, cultural influences and Emotional Labour.

3. Chapter: "Emotions in Schools and Educational Leadership" includes transition in headship, emotions in schools and leadership, gendered issues and trust.

My Methodology and Analysis Chapters aim to give the reader an image of my practical investigations by describing how I researched my subject, analyzed and discussed my data. In my Discussion Chapter, I revisit my research questions and clarify my contribution to knowledge. Finally, in my last chapter, I come to conclusions, discuss the limitations of my study and make suggestions for further research.

Coming to the end of this chapter, I would like to sum up what I have discussed. The main characteristics of the CES are bureaucracy, centrality, seniority and inflexibility. Furthermore, "wilful blindness" (Heffernan, 2011) in the system means, that all evidence of what is needed for transformation is ignored (Angelides & Leigh, 2004), as is any kind of consideration of the particularities of each school (Persianis, 2006). The situation makes the work of school leaders very difficult because, despite their numerous responsibilities, they are not afforded much power. Gaining knowledge, I shifted from a scientific to a constructivist approach in order to explore emotions as social constructs in Educational Leadership. In the next three chapters, I will establish the theoretical foundation for my thesis.

LITERATURE REVIEW

Being fascinated by the power of emotions, I experienced a strong desire to investigate their role within Educational Leadership which led me to acquire further knowledge in psychology and philosophy. Comprehending essential concepts enabled me to understand the situated and co-created nature of emotions. This fuelled my curiosity about how emotions are classified, regulated, understood and communicated, as well as their role in schools and leadership. The following 3 Literature Review chapters illuminate theoretical underpinnings: Exploring Emotions, Emotion Regulation and Emotions in Schools and Leadership. They provide the ground for the theoretical framework which I developed to inform and guide the data analysis phase of my research.

2. CHAPTER **EXPLORING EMOTIONS**

2.1. INTRODUCTION

The main focus of this chapter is on emotions, because my scientific background had not furnished me with adequate knowledge to explore emotional experiences. Therefore, I had to acquire knowledge, philosophical and psychological expertise about emotions in order to lay the foundations for my research. Exploring emotions, I encountered difficulties choosing among many definitions. For this reason, I had to develop a framework of different approaches in order to identify the most suitable definition to underpin my research project. Moreover, I also encountered other affective states, such as feelings and moods, which I was using interchangeably. This confusion stimulated me to explore affective states in order to determine the most relevant language to use in my study. I pursued how emotions were communicated within schools, devoting a section to Emotional Contagion. I

investigated ways in which emotions and cognition are connected by defining Emotional Intelligence, Emotional Awareness and Emotional Understanding.

2.2. PERSPECTIVES, APPROACHES AND DEFINITIONS OF AFFECTIVE STATES

In this section, I will establish a framework in order to define different perspectives as how to approach affective states. I differentiated between them in order to arrive at a working definition of emotions. This determined the way I viewed and interpreted emotional experiences. Detailing it, will enable the reader to follow my reflections and understand my point of view in order to follow my interpretations.

Lacking psychological and philosophical background, I had to explore first emotions. Levenson (1999) was fascinated by their significance in human evolution. He considered how emotions facilitated human survival by offering an effective response to environmental challenges through the coordination of diverse body systems. Although it is widely known what an emotion is, there is complexity associated with this subject which presents a major drawback in their exploration (Zembylas, 2005b).

Clarity is lacking about the impact of emotions, coming on the one hand from nature and culture, and on the other hand from experience and communication (Zembylas, 2007). In order to add transparency to philosophical perspectives and choose the most appropriate one, I decided to explore different approaches from different ontological perspectives, namely the inherent and socially constructed (Lupton, 1998). On the one hand, emotions are viewed from an inherent perspective, which relates to an individualized and internal standpoint, adopting a psychodynamic approach. On the other hand, they are viewed from an external and socially constructed perspective, which identifies the interrelationship between the individual and the environment, adopting a social constructionist approach. Finally, a third

perspective, the interactionist surpasses those differences. It considers the individual to be an entity within a social context recognizing differences in the way individuals experience interactions. So, while the body is caught between the individual and the environment in the first two perspectives, in the third perspective boundaries are reduced. In this sense, Leavitt (1996:525) related to “socialized human bodies” as they exist within an interacting, rather than “isolated units evoking responses”.

1) Emotions as inherent, relating to the “internal world” of the self

According to Lupton (1998), this perspective examined the innate nature of emotions, regarding them as private experiences located at the centre of the emotional self. It is this private nature that limited their precise recognition and access from the outside which contributed to their marginalization (Crawford, 2006).

This approach is oriented towards the positivist philosophical stance (Lupton, 1998) and oversimplifies human nature. It disregards individualism, viewing people as “machines” which exist according to a concept of “one size fits all”. Besides, it validates gendered issues, because historically women were considered as “innately and biologically too emotional to function as proper political citizens” (Boler & Zembylas, 2016:18).

In this sense, emotion relates to affect, as studied by Psychologist Silvan Tomkins (1991) who devoted his life to its studying across many cultures. He founded his universal approach on Darwin’s concept of the biological innate nature of emotions. With his numerous publications he contributed to the popularization of affect and emotion worldwide. He developed Affect Theory which organized affect into categories and connected them to typical responses independent of culture. He considered facial expressions to be responses to a stimulus that manifest themselves before cognitive processing takes place. One example is looking down when feeling embarrassed. Although Tomkins acknowledged that cultural meanings or

values could influence what triggers a response, he shed light on the biological basis of affect and its priori relationship to cognition. An individual in Nottingham might feel ashamed and look down if he/she was caught defecating in an alley or public park. However in many parts of the world, the absence of sanitation means that defecation takes place in full view and therefore would not trigger a shame response.

In this perspective, Lupton (1998) embraced three approaches. The first was the evolutionary approach, which was linked to Darwin's theory of evolution. It considered emotion to be a reaction triggered by environmental stimuli to serve human survival through a fight or flight action. The second was the biological approach, which regarded emotions as responses of adaptation, including all bodily reactions to specific environmental stimuli (Ekman, 1992). Finally, the third was the cognitive approach, which included a transformation of neural processes into mental patterns, establishing a link to cognition (Damasio, 2004). Being a neurophysiologist, Damasio

“provided a contemporary scientific validation of the linkage between feelings and the body by highlighting the connection between mind and nerve cells.... this personalized embodiment of the mind” (Trout, 2010:74).

Linked to this concept was the cognitive appraisal, as argued by Lazarus (1991), who considered that emotions were elicited and appraised by significant events according to goal relevance, congruence and ego involvement.

Although all these approaches offered insight into the innate nature of emotions, they ignored the social nature of humans which has a social component attached to survival. Crying babies would die without contact, because humans need others and the environment to flourish. Besides, this perspective presents people as victims of their emotions, which simply “occur”, opposing emotional management and Emotion Regulation. Since I study

emotions within the school context, I did not choose the inherent approach. In contrast, the next perspective focuses on the impact of human existence within the environment and the influence of social context on emotions.

2) Emotions as socially constructed, relating to “external world”

According to Lupton (1998), this perspective has a constructivist approach and focuses on developmental processes. Emotions are examined within their social and cultural context, being considered as communicative and learnt responses, subject to the individual's interpretation instead of private and inherent. The external factor of culture is connected to an internal factor which is personal interpretation. This depends, apart from the personality, also on the individual's capacity for self-understanding and judgement, in response to experiences, with reference to acculturation and intra-personal context. So, this perspective aligns with the naturalistic philosophical stance (Ibid). It is connected to constructivist and interpretivist philosophy, because it claims that truth is subject to the individual's perceptions and interpretations. They are constructed based on the individual's understanding of personal experiences (Bryman, 2003). So, what is considered as normal and acceptable behaviour differs across individuals and cultures. As a Constructivist, I consider that emotional experiences in headship are constructed within the school context and are subject to the individual's interpretation.

Lupton (1988) differentiated the socially constructed perspective into two further categories in relation to the extent of social construction. On the one hand, she considered as "more powerful" the phenomenological approach where there was a higher inherent contribution, while “less powerful” approaches were structuralist and constructivist. The phenomenological approach concentrated on how individuals experience their world and how it was to be in this world. For this purpose, one needs to remove preconceived ideas about the phenomenon (Miller & Brewer, 2003).

The structuralist approach concentrated on how emotions were embedded in social structures, like schools, which are characterised by power relations, authority and hierarchy within organizational boundaries (Fineman, 2000b). Hierarchies of power shape the person's behaviour by using emotions to promote conformity to organizational rules (Boler & Zembylas, 2016). So, people in organizations interact with each other while having the same focus of attention. This involves a ritual and has an impact on individual collective and emotional energy (Collins, 2004).

The energy increases when a teacher acts according to what is considered important and valuable within the school context. This increases the teacher's confidence and recognition within the school. As an example, failing to establish class discipline may induce feelings of guilt and shame, as colleagues and head teacher could underestimate the teacher's abilities through their behaviour. This demonstrates the political power of emotions within schools based on structural frameworks.

Transient groups add another dimension of emotional power within organizations. They consist of colleagues who share commonalities on the personal level and enjoy mutual emotional support (Richardson, 1973). Due to rotational policies, educators in the CES commute daily from their home town to another, forming travelling groups. During travelling time, colleagues discuss school related issues and exchange experiences. This strengthens their feeling of belongingness with the school and amongst themselves.

The constructivist approach offers explanations of how teachers and head teacher communicate with each other on a biological level. Mirror neuron theory is based on neuroscientific research and focuses on the function of specific neurons situated in the brain. They were called "mirror neurons", because they appear to reflect the activity of another's brain cells, "enabling people to resonate at various levels with one another while establishing interconnectedness among them" (Rothschild, 2004:49). So, neurons do not actually fire off only when we perform an act, but also when we observe the

same act in others. This is how individuals simulate the mental state of others by using the model of their own mind to explain and predict their behaviour. As humans are social creatures, the ability to feel, understand and predict others' actions is an important brain function which facilitates interaction within social groups (Gallese & Sinigaglia, 2011). As the construction of my reality is influenced by the way participants think and behave in relation to each other, I approach emotional experiences in my study as a Constructivist.

On the philosophical level, Constructivists argue that knowledge arises as a result of social processes, and that there are no other truths outside human interaction waiting to be discovered (Miller & Brewer, 2003). In my case study, I consider emotions as social constructs which derive from the interactions of head teacher and teachers, because individuals create their own reality. Being a social researcher, my findings are the result of interaction with my subject. They are constructed according to my understandings and interpretations of the situation. Thus, my results cannot be distinguished from me. Below, I have summed up a table with the discussed classifications of approaches.

CLASSIFICATION OF APRROACHES		
INHERENT	SOCIALLY CONSTRUCTED	
	“Less powerful”	“More powerful”
Evolutionary	Structuralist	Phenomenological
Biological	Constructivist	
Cognitive		
Interactionist		

Table 2.1. Classification of Approaches to affective States

Conclusively, my investigations led me to choose the constructivist approach for the following reasons: First, it regarded emotions as processes which unfold over time, capturing their full sense, and not as objects of instant

happenings. Secondly, it viewed emotions as part of communication within the school context which arose as constructs from people's interaction, and not simply as expressions. So in my case, I considered emotional experiences as social constructs deriving from the interaction between head teacher and teachers. I tried to make sense of the participants' answers by attempting to view how they constructed their reality, which inevitably was included my interpretations. Finally, by analyzing how teachers viewed their head teacher, I accepted that different people within a group construct their personal reality about the same phenomenon in different ways.

Then, I searched for the most appropriate affective state for my study, aiming to find a working definition of affective states. The resemblance in characteristics between mood, affect, feeling and emotion contributed to my confusion. Despite existing differences in relation to intensity, duration, disruptiveness and cognitive involvement, Lazarus (1991) identified some overlap between them.

The first term, "mood", is a diffused affective state of low intensity which goes unnoticed for an extended period of time caused, either by the environment or the self, through thoughts or emotions (Lazarus, 1991). Being the sum of feelings, which remain in the mind, it expresses our orientation towards the present and the future, indicating how we tune into the world (Solomon & Flores, 2001). An example would be: I am in a happy mood, so I see the world in a more positive way. The lack of focus, clarity and contextual stimulus associated with "mood" creates difficulties in describing emotional experiences in leadership.

The second term, "affect", is the most abstract of all affective terms. Tomkins & Demos (1995) studied Tomkins' theories and stated that:

"Affects are comprised of correlated sets of responses involving the facial muscles, the viscera, the respiratory system, the skeleton, autonomic blood flow changes, and vocalisations that

act together to produce an analogue of the particular gradient or intensity of stimulation impinging on the organism.” (Ibid:19)

Tomkins (1991) based his classification of affect on 9 categories according to valence and biological expression in relation to social aspects. They were grouped into three categories: a) Positive, which includes joy and excitement, b) Neutral, which consists of surprise, and c) Negative, which embraces anger, disgust, distress, shame and fear. All other affects were considered as combinations, mixtures or compounds of those, having varying degrees of intensity or levels of arousal.

Therefore, affect is a brief and biological response to stimuli interaction. Since it occurs prior and/or outside consciousness, it bypasses cognition, lacks judgement formation and conscious control while it circulates among people (Zajonc, 1980). Based on mirror neuron theory, observers unconsciously use their own autonomic and somatic responses to induce the affect that the observed is experiencing and predict the possible outcome (Gallese & Goldman, 1998). Therefore, affect plays an important role in shaping the relationship between body and environment, because it combines subjective experience and what is felt in the situation. Since this is a non-conscious experience of intensity, which cannot be expressed in words (Martin, Hogg & Abrams, 2010), affect cannot be used to analyze emotional experiences in headship.

The third term, “feelings”, is considered by George (2000) as a private reaction which cannot be externally observed. They derive from the evaluation of internal thoughts and bodily sensations, offering emotional clarity about a situation. Thus, a feeling is a sensation which was checked against previous experiences (biography) and labelled (language). Since each person's sensations are unique in nature, labelling and interpretations are individually determined (Damasio, 1994). The strong internal nature of feelings makes their recognition difficult, and therefore they cannot be studied in my context.

The fourth term, “emotions”, has been defined in many different ways. Exploring in depth emotions in leadership, I needed an approach which captured the complete meaning of emotions as experiences.

“We would have to see emotions as experiences, learned and expressed in the body, in social interactions through the mediation of systems of signs, verbal and nonverbal. [...] But we would equally recognize in theory what we all assume in our everyday lives: that emotions are felt in bodily experience, not just known or thought or appraised.” (Leavitt, 1996:526)

Kleinginna & Kleinginna (1981) performed a literature research consisting of various definitions (92) and statements (9) to resolve terminological confusion about emotions. They classified them into 11 categories according to their emphasis on emotional phenomena or theoretical issues. The categories involved affect, cognition, external emotional stimuli, physiological mechanisms, expressive behaviour, multi-aspect emotional phenomena and overlapping definitions. They arrived at a definition which included, beside the affective, also a cognitive, biological and behavioural component. So, emotions are constructs which arise within and between self and others, in the framework of social and cultural practices. They aim to evaluate situations, impelling body and mind to deal with them. Their uniqueness for each person lies in the fact that they regulate the energy between the self and the environment (George, 2000).

Furthermore, I searched for a working definition about emotions which included all components of emotion in a holistic sense. Likewise, Hochschild (1990:118) considered emotions from biological, cognitive and phenomenological domains and presented a multi-factor model:

“Emotions are the awareness of four elements that we usually experience at the same time: (a) appraisals of a situation, (b) changes in bodily sensations, (c) the free or inhibited display of

expressive gestures, and (d) a cultural label applied to specific constellations of the first three elements. We learn how to appraise, to display and to label emotions, even as we learn how to link the results of each to that of the other.”

On the one hand, this definition highlights the nature of emotion, being a strong feeling which relates to universal basic emotions such as anger, fear, sadness, disgust and enjoyment (Ekman, 1992). On the other hand, it highlights the socially constructed nature of emotions which is typical of a holistic approach. Therefore, I decided to adopt the multi-factor model of Hochschild's definition.

In summary, after exploring the different perspectives to study emotions in my research, I chose the socially constructed perspective, because my focus is on how emotions in headship are constructed within the school environment. Therefore, I approach my research as a Constructivist. My further investigations in finding an affective state for my study, led me to choose the term of emotion, applying the definition of Hochschild (1990), over others such as mood, feeling and affect. In this way, I will be able to capture the complexity of emotional experiences from a holistic point of view, as detailed in my Chapter 1.

2.3. SIGNIFICANCE AND NATURE OF EMOTIONS

In this section, I will investigate the nature of emotions and establish their significance. I will demonstrate why it is important to consider emotions and integrate them into leadership practices, so that they can facilitate the survival of novices during transition.

As emotions are attached to the way humans think, behave and take decisions (Maslin-Ostrowski & Ackermann, 1999), they are an inseparable part of human existence, because they run deeply through the entire personality.

“Emotions cut to the core of people. Within and through emotion, people come to define the surface and essential, or core, meanings of who they are.” (Denzin, 1984:2)

In this sense, emotions establish an association with the world, connecting present, past and future. Therefore at an individual level, they are part of the same emotional experience. For example, being a teacher who senses sweaty hands during a meeting with the head teacher could point towards anxiety, while during dinner with friends, excitement.

The significance of emotions goes back to ancient civilizations when people who indicated a lack of emotions were labelled as inhuman. In a similar sense, Crawford (2007) placed emotions at a central position with regard to the human aspects of relationships. She considered how they contextualized individuality and sense of belonging in a group, regarding emotions to be the language of human relationships.

However, it was not only the existence of emotions that contributed to human survival, but also their nature, because it brought colourful nuances to human life. Within the framework of evolution, the emotional in association with other body systems, facilitated interchangeability with the environment, ensuring survival through adaptation (Ekman, 1992). Emotions are the primary response to environmental stimuli (Frijda, 1986), engaging the individual in a two-way process with its surroundings (Barrett & Campos, 1987). This bi-directional process renders the emotional brain as the mediator between the environment and the thinking brain, which influences responsive behaviours (Le Doux, 1998). Consequently, there is a connection between emotions, thinking and behaviour (Oatley & Jenkins, 1996) which enables humans to survive in new environments. Therefore, emotions influence leadership practices through their holistic nature, because they shape human behaviour.

The relation between emotion and cognition has been a popular subject of research. While Damasio (1994) considered that thinking and feeling existed

beside each other, in a similar sense Barnett & Ratner (1997) established a stronger relationship between the two. They argued that both were “interactive and inseparable”, because, during emotional assessments, individuals made efforts to understand the nature of the generated emotion (Ibid:303). Finally, Park (2000:11) presented them to be in a continuous conversation, a “dance of dialogue”. The exchange of information between the conscious and unconscious mind, makes people aware of happenings in their internal and external environment. Gallese & Goldman (1998) combined the exchange of information with the mirror neuron theory which provided insight into mentalizing. This refers to sharing thoughts in a similar way to empathizing which involves sharing feelings. So in an analogous way, people share intentions, desires and beliefs, putting themselves in the shoes of others mentally and emotionally. As an example, when a teacher feels grief having lost a parent, a head teacher understands what the teacher goes through.

According to Theodosius (2006), awareness is understood as the conscious registration of information about situations which come from emotions, ideas and thoughts. Since their interaction may also cause confusion (Oatley & Jenkins, 1996), educational leaders may experience perplexity, either in association with their own emotions or in conjunction with their reasoning.

Luckily, this confusion signals the need to reconsider a situation and take decisions, because it enables individuals to develop responses to setbacks and stressors in order to facilitate adaptation (Avolio, Gardner, Walumbwa, Luthans & May, 2004). Since adaptation is associated with Emotional Awareness, Gross (1998) described how decisions are influenced by the way people encourage, suppress, disregard or attend to their affective states. Emotional Awareness is defined as the assessment and recognition of experienced emotions, which combined with the information process, guides ones’ actions (Watkins, 2000). Since decisions assist in interpreting life events in conjunction with our mind, Schwarz (2000) concluded that decision makers

judge according to their current emotional state. Thus, educational leaders are influenced by their emotions when taking decisions.

However not only decision taking, but also awareness is influenced by the current emotional state. Since individuals align emotionally with external stimuli, they are preconditioned when they recognize emotions in others and themselves (Schmidt, Tinti, Levine & Testa, 2010). For example, negative moods make people prone to negative judgements of others. This could create difficulties in recognizing their true emotions. So, the way emotions are perceived by a person matches the individual's emotional state. In turn, through the emotional image, which is emitted through behaviour and mannerism, individuals indicate to others how they would like them to establish communication.

Therefore, behaviour and social interactions are interrelated (Rafaeli & Sutton, 1989). Other factors which affect emotional states are motivation, communication, genetic makeup, social background (Oatley & Jenkins, 1996) and personal issues, such as coping abilities, goals and norms (Lazarus, 1991). Consequently, head teachers are caught in an emotional interplay between themselves and their environment. This adds difficulty in remaining solely aware of their true emotions which would guide their actions. In conclusion, both internal and external factors are involved in the formation of emotions.

Summarizing, emotions being an inseparable part of human nature, are intrinsically connected to cognition. Emotional Awareness enables individuals to acknowledge emotions and thoughts which they may share with their environment through empathisizing and mentalizing. Awareness of thoughts and emotions may cause confusion. This leads to decision taking which is influenced by the current emotional state.

2.4. CLASSIFICATION OF EMOTIONS

In this section, I will explore different classification systems and create a suitable one to categorize emotions in my study.

During my explorations, I encountered various systems which were based on a range of criteria such as linguistic, biological and social aspects. The linguistic referred to the vast collection of different expressions relating to emotions in each language. Approximately 200 words refer to affective states and 500 words to emotional nuances (Ortony, Clore & Foss, 1987). The biological aspect classified emotions according to their evolutionary significance in species survival, being divided in two categories: primary/basic and secondary/non-basic (Ekman, 1992).

Since I study emotions from a constructivist perspective, the social aspect which classifies emotions within their social context, is the most suitable for my study. Matsumoto & Hwang (2012) focused on the cultural influence of emotions and demonstrated how emotions, such as shame, guilt and jealousy, have a distinct meaning attached to them. Although they are universal across ethnicities, they also depend on the cultural context. The associated meaning is the outcome of emotional processing by higher cognitive skills like memory, language, self-knowledge and abstract thinking. Those are influenced by culture which is widely understood as a set of values, beliefs and attitudes. According to those values, people label emotions as positive or negative which gives them a positive or negative valence (Lindebaum & Jordan, 2012)

In summary, classification systems of emotions use linguistic, biological and cultural aspects with a positive or negative valence. Since the cultural context plays a significant part in my study, I will consider the classification of emotions according to cultural aspects as positive and negative.

2.5. EMOTIONAL CONTAGION

In this section, I will explain mechanisms of how emotions circulate among people, define Emotional Contagion and discuss its role within my context. This will inform the reader how emotions circulate among stakeholders within the school community, implying that they could influence each other's emotionality, shaping interpersonal relationships.

Emotions being social constructs arise between people. While they circulate among them (Ahmed, 2004), they facilitate the exchange of unconscious emotional information (Weiss & Cropanzano, 1996). Affecting vocal tones, facial and bodily expressions (Levenson, 1999), they represent the major communication mode between people (Bertrando & Gilli, 2008). I would like to explain the mechanism. According to the mirror neuron theory, which was already discussed in Section 2.2., joy or pain experienced by a person activates the corresponding cortical brain area in others (Niedenthal, 2007). This matches emotions and thoughts among people, because it creates the same emotional response and bodily expressions (Barsade, 2002).

The sharing of emotionality is portrayed by empathy, which is defined as "the response that is identical or very similar to what another person feels or is expected to feel" (Eisenberg & Spinrad, 2014:82). Emotional sharing in terms of "feeling with" like in the case of empathy is distinguished from "feeling for" another person like in the case of sympathy and compassion. Therefore, when the head teacher expresses empathy for the grief experienced by a teacher due to the death of a beloved person, it means that the head teacher feels sad in the self (Singer & Lamm, 2009:84). This act points towards the establishment of an emotional connection between head teacher and teacher. So, empathizing involves also sharing or feeling compassion with the misfortune.

Conclusively through mimicry, there is a harmonization between observer and observed which brings people emotionally closer to each other

(Niedenthal, 2007). Furthermore, this unconscious emotional response suggests that there is a tendency to converge emotionally in a group, establishing something like a kind of emotional synchronization between people (Barsade, 2002). This is called Emotional Contagion and is defined as the process by which “a person or group influences the emotions or behaviour of another person or group, through the conscious or unconscious induction of emotional states and behavioural attitudes” (Schoenewolf, 1990:52). Individuals are therefore engaged in a constant mutual interpersonal regulation, influencing each other’s emotions. In this sense, Cozolino (2014:xvi) concluded that “there are no single brains”. Therefore, head teacher and teachers engage daily in an emotional interplay, influencing each other’s emotionality.

Consequently, entering an organization means entering the emotional realm of its group members (Barsade, 2002). In an analogous way, when entering a school, it is that “essence” of school, its heart and soul, that accompanies not only a visitor but also a teacher, a child, a head teacher (Freiberg, 1999). The description reminded me of the environment at the Mountain City School, where the negative emotionality of the head teacher manifested across the whole school. This suggested that Emotional Contagion is stronger in a top-down direction (Madera & Smith, 2009). Moreover, negative emotions, being associated with survival, signal an attention requiring resolution. Trumping over positive emotions, they may become difficult to eliminate. They may even lead to alienation among stakeholders (Beatty & Brew, 2004), as experienced in Mountain City School.

On the contrary, “when you’re smiling, the whole world smiles with you” (Niedenthal, 2007:1002). Positive emotionality coming from influential power of authority enables school leaders to form a “happy school”, because it influences constructively the psychology of the whole school. Through happy facial expressions and affirmative communication, head teachers can encourage their teachers to match their positivity (George, 2000). Small emotional boosts during the workday like praising, acknowledging and empowering teachers, have a big impact on their psychology (Ibid). Thus,

small gestures from the head teacher come a long way within schools. They induce feelings of happiness, appreciation and respect, lifting teachers' spirit (Dasborough, 2006). Since people at influential positions are always on display, it is easy for followers to strive synchronization with them. Therefore, when novices are distressed, anxious or frustrated, teachers sense their stress and may become inclined to feel in a similar way.

In summary, teachers and head teacher engage daily through Emotional Contagion in an emotional interplay, where they share their emotionality through synchronization. Since emotional transmission is stronger in a top-down direction, head teachers can deeply influence the climate of their school. The leader's positivity can create a "happy school", which may easily be transformed into an unhappy one through the transmission of leader's persistent negativity.

2.6. CONNECTION BETWEEN EMOTION AND COGNITION

In this section, I will establish the connection between emotion and cognition on an individual level. I will examine how individuals perceive and appraise emotional states in themselves and others. Therefore, I will discuss the terms Emotional Awareness, Emotional Understanding and Emotional Intelligence, and their application within the school environment. This will enable the reader to follow how head teachers operate at an emotional level, and how interpersonal relationships are influenced within the school.

Emotional Awareness is a general term and describes how individuals become aware of their own and other people's emotions. This is an important skill, because educational leaders cannot simply rush into affairs without having an accurate assessment of the situation and the potential implications of their actions (Blackmore, 2004). Consequently, leaders need to be aware of how people feel around them.

Common perception tends to stereotype cognition and emotion, positioning both into an antagonistic relationship, where the “rational” is favoured over the “irrational”. Following the investigations of Richardson (1973), who highlighted their strong interaction, more recent work in this area, changed the nature of this relationship from divergent to convergent. Likewise, the terms Emotional Awareness, Emotional Understanding and Emotional Intelligence indicate the transformation from antagonism into synergy. So, despite existing differences in their formation, nature and self-sufficiency, there is a synergistic relation between cognition and emotion (Damasio, 1994). While cognition develops through a step-by-step process because it untangles sequences and motivation behind actions, emotional interpretations are formed by reaching inside our feelings (Denzin, 1984). Therefore leaders need to access both, their cognition and emotion, in order to understand how school stakeholders feel, so that they can adapt their leadership practices accordingly.

Their interaction facilitates a harmonious working together as people reach into their memory, which involves cognition in order to access past emotional experiences (Denzin, 1984). Similarly, Stein, Trabasso & Liwag (2000) stated that the memory of an emotional event corresponds to how the event was perceived when it occurred. To demonstrate the significance of emotional memory, I would like to quote Maya Angelou: “People will forget what you said, people will forget what you did, but people will never forget how you made them feel”
(https://www.goodreads.com/author/quotes/3503.Maya_Angelou)

This significant aspect urges school leaders to honour the emotional integrity of their teachers and pupils. So, there is a high likelihood that teachers will remember how the head teacher stood by them when they were in grief, showing empathy for the death of a beloved one. Empathy is part of Emotional Understanding and “describes how people continually monitor and appraise the state of their world in an effort to detect changes in the status of important individual goals. It focuses on personal significance and the meaning of events experienced in everyday interaction” (Stein et al., 2000:439). By empathizing

with stakeholders, leaders can create dynamic relationships, because the “closer” novices feel to teachers, the stronger the bonds become between them. Thus by applying empathy, school leaders are able to create a healthy school environment, where they demonstrate their love, caring and understanding towards stakeholders (Harris, 2007). As these dynamic professional relationships develop over time, there is a strong connection between Emotional Understanding and School Leadership (Beatty, 2000).

Beside Emotional Understanding, the model of Emotional Intelligence gained publicity after the publication of Goleman’s (2004) book “Emotional Intelligence”. There are commonalities and differences between the two models. While both include empathy and Emotional Awareness, empathy is at the heart of Emotional Understanding, while management of emotions through rationality is at the centre of Emotional Intelligence (Crawford, 2006). To shed more light, I will discuss two Emotional Intelligence models. The first relates to traits and the second to abilities.

The trait model was developed by Bar-On (1997) and defines Emotional Intelligence as a range of non-cognitive capabilities, competencies and skills which affect the personal capacity to succeed. The four traits are self-awareness, self-regulation, social skills and empathy. The ability model was developed by Mayer & Salovey (1997) and considers emotions to be a valuable source of information assisting survival. The four abilities are perception of emotions, recognition of facial expressions, understanding and managing emotions.

Initially, I intended to use the ability model to measure the Emotional Intelligence of Cypriot head teachers in a mixed method research study, an idea which I abandoned for the following reasons: I would argue that there are factors questioning its validity. First, the highly scientific concept would represent a superficial and simplistic approach to emotions (Crawford, 2006; Harris, 2007), neglecting their socially constructed nature which derives from the individual’s interactions with the environment (Leavitt, 1996). Thus, it

would contradict my constructivist approach. Secondly, as the process isolates and measures specific factors without factoring the whole, I would be assigning a “score” to head teacher’s emotional abilities which could be perceived as labelling and judging head teachers as “competent” or “incompetent”. This would give head teachers the impression that I view them rather as objects than human beings. Thus, it would contradict my holistic approach, as detailed in Chapter 1.

Coming to the end of this chapter, I would like to sum up my conclusions. In order to lay the foundation for my research, I acquired knowledge in philosophical and psychological aspects in relation to emotions. My explorations led me first to position myself as a Constructivist, because this would allow me to investigate how emotions are constructed between head teacher and teachers; second, to choose a multi-factor model to define emotion in order to facilitate my holistic approach; third, investigations led me to the conclusion that emotions play a crucial role in leadership. Combined with reasoning, they increase the head teacher's awareness of situations while Emotional Awareness establishes attentiveness to the own and stakeholders' emotions. Emotions assist head teachers during decision making and shape interpersonal relations between head teacher and teachers. Both parties engage in a constant emotional interplay which is influenced by its cultural context. Both are also exposed to processes like mentalizing and empathizing, Emotional Contagion and emotional synchronization. Emotional Awareness allows head teachers to become aware of their own and other people's emotions. This enables them to assess situations and implications deriving from their actions. By applying Emotional Understanding, head teachers empathize with stakeholders, increasing their emotional connection while creating dynamic interpersonal relationships. All those factors demonstrate how important emotions are in school leadership practices. In the next chapter, I will discuss factors which regulate emotions.

3. CHAPTER

EMOTION REGULATION

3.1. INTRODUCTION

Studying emotional experiences from the perspective of a social Constructivist, I needed to explore how environmental factors within the school context influence emotions. For this reason, I decided to explore the factor of culture. In order to calibrate their emotions, individuals engage in the process of Emotion Regulation which is associated with stress, coping, resilience and Emotional Labour. So, before discussing emotions in leadership, I will lay the theoretical background, so that the reader can follow how emotional experiences in headship are shaped within the school context.

3.2. DEFINITIONS AND INFLUENCES

In this section, I will define Emotion Regulation and related factors like stress, coping and resilience, because they are part of leadership practices. Then, I will discuss how Emotion Regulation interacts with psychology subfields to conclude which factors are the most important in my case study.

My investigations led me to define Emotion Regulation as the sum of all processes involved in the management of affective states, aiming to redirect spontaneous energy flow (Koole, 2009). So, Emotion Regulation includes conscious or unconscious processes, which increase or decrease experience, or expression of negative or positive emotions, naming stress and coping as precursor (Gross, 1998). Since there is confusion about the widely used terms of stress and coping, I decided to include detailed explanations.

On the one hand, stress is “the range of psychological and physical symptoms, thoughts and behaviours, which occurs when the human mind is

overloaded” (Juniper, 1991:1). Thus, stress overloads the mind causing unintended psychological and physiological symptoms, thoughts and behaviours. On the other hand, coping is defined as “cognitive and behavioural efforts used by individuals to reduce or minimise the intensity of stressful situations” (Carton & Fruchart, 2014:247). Therefore, coping represents all cognitive and behavioural attempts to minimize the intensity of stress. It differs from Emotion Regulation because this focuses only on reducing negative emotions.

However, stress is an intrinsic part of Educational Leadership and therefore relevant to my study (Tsiakkiros, 2012). In Cyprus, head teachers are subject to expectations from the MoEC, stakeholders, themselves and tasks associated with their role. Should those expectations clash with the head teacher's innermost values, they may cause emotional dissonance, leading to stress formation. If stress remains unregulated, it may affect negatively the individual's ability to regulate emotions for a longer period of time, which may lead to emotional exhaustion (Dollard, Dormann, Boyd, Winefield & Winefield, 2003). And despite the fact, that certain amounts of stress are normal and healthy, because they help the leader to remain focused, excessive anxiety may be debilitating, leading to loneliness and isolation (Mackay, Cox, Burrows & Lazzerini, 1978). Therefore, head teachers need to mobilize regulation mechanisms in order to cope with their stress.

Yet, to regulate their emotional state, individuals need to differentiate among their emotions. While some people experience emotions as either positive or negative, others distinguish highly between each category. In this sense, the publication of Barrett, Gross, Christensen & Benvenuto (2001) focused on: “Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation”. While the capacities to differentiate and regulate emotions are interconnected, they are also individually based. Therefore, head teachers engage differently in the way they differentiate and regulate their emotions.

Individuals also differ in their ability to “bounce back” from a stressful situation, maintaining a competent functioning. This is defined by the concept of resilience which expresses the effective coping of individuals during adaptation to hardship, being part of headship (Tait, 2008). Therefore, resilience is an important factor in leadership. Actually, it does not mean that there is a lack of negative emotions, but instead resilience expresses how individuals cope with hardship by navigating themselves effectively through adversity (Ibid). Besides, signalling the capacity of a person to confront or overcome adversity, it also describes how the individual is strengthened while maintaining commitment to the environment (Ibid). Lazarus (1991) explained in a schematic way how flexibility is associated with resilience using the metaphor of metal elasticity. While cast iron is hard, but breaks easily (not resilient), wrought iron is soft and bends without breaking (resilient).

Resilience has been linked to personality, intelligence and mindfulness, including awareness of the present moment (Friborg, Barlaug, Martinussen, Rosenvingem & Hjemdal, 2005). Resilient people have high self-efficacy, which signifies the strength of one's belief in the self to complete tasks (Tschannen-Moran & Woolfolk Hoy, 2001). They are optimistic, zestful and open to new experiences while maintaining a curious and energetic attitude towards life (Klohn, 1996). They use their humour and optimistic thinking to cultivate proactively positivity (Werner & Smith, 1992). Moreover, they achieve Emotion Regulation by using their positive emotionality effectively which is conveyed through their behaviour (Tugade & Fredrickson, 2004). For example, while a novice experiences stress during survival in a new school, Emotion Regulation focuses on the minimization of negative emotions, so that the mind does not get overloaded. During the process of coping, the individual engages in cognitive and behavioural efforts to reduce built-up tension.

Resilience enables the individual to resolve both and return to the initial state. Since it presents a significant factor in surviving hardship, Farmer (2010) developed the following holistic suggestions for educational leaders in order to assist them in increasing their resilience:

a) Adoption of a healthy lifestyle and positive mental outlook to combat stress by inducing high self-efficacy and self-esteem (Whipple, Kinney & Kattenbraker, 2008).

b) Building of supportive relationships with school stakeholders and professional networks. By communicating openly with opposing parties, educational leaders can discuss divergent positions and resolve problems which upset them. By joining networks which include mentoring, reflection and dialogue, they can engage in introspection. This will help them monitor their thoughts and feelings while it increases their awareness (Alsbury & Hackmann, 2006). Therefore, head teachers are encouraged to seek emotional support.

c) Keeping themselves away from stressful situations renews their energy and allows school leaders to reconnect with their personal values, aligning them with their mission (Covey, 1989). Allocating high values and priorities, enables them to increase their focus on goals and not obstacles, which would help them transcend adversity (Rozycki, 2004). “Keeping their eyes on the ball and not the obstacles” (Farmer, 2010:3) takes the focus away from adversity and contributes to increasing resilience.

d) Through their behaviour leaders model to stakeholders their willpower, successful survival and resilience. Actions speak louder than words. Being scrutinized, due to the centrality of their role, head teachers are under pressure to perform and model perseverance to adversity which increases their resilience (Warner & Esposito, 2009).

Having examined resilience from a holistic perspective, I pursued a similar approach as in the case of Emotion Regulation. My investigations led me to Psychologist Gross (1998:277) who examined it from different perspectives. He demonstrated how Emotion Regulation interacted with 7 different subfields of psychology. This holistic approach contributed to my understanding of Emotion Regulation and enabled me to identify which factors played a decisive role in my study.

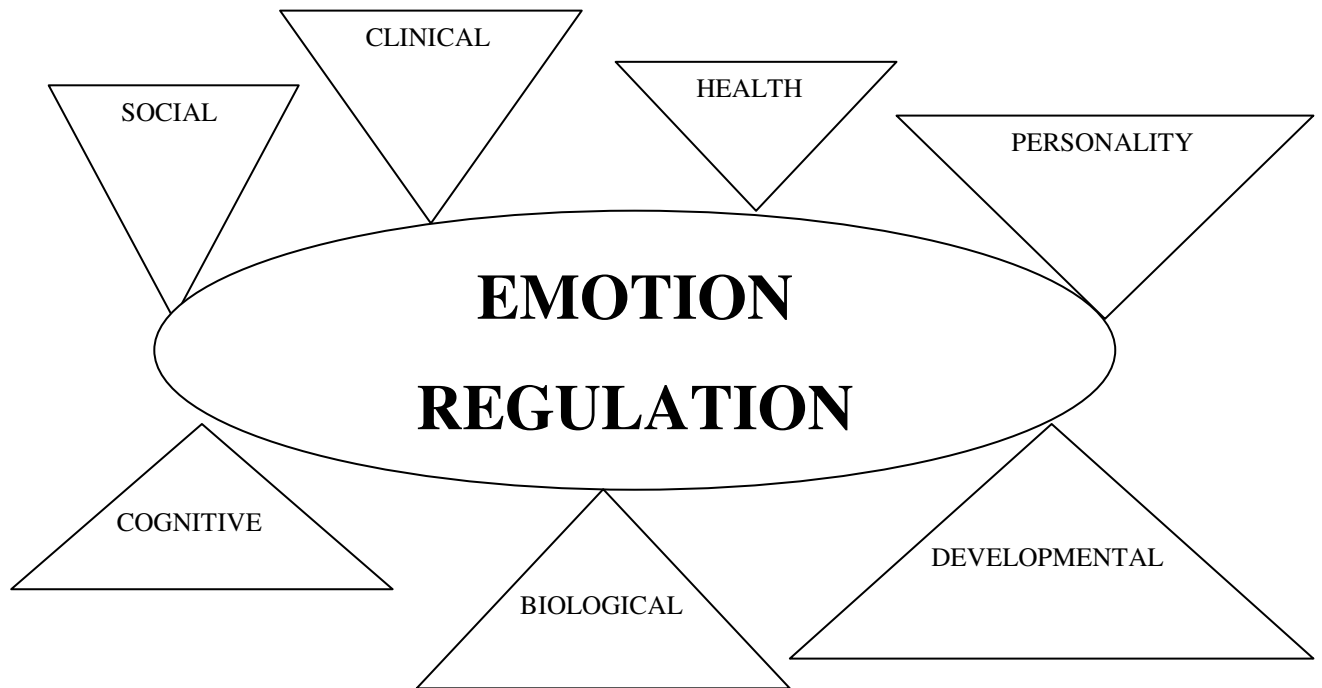


Fig. 3.1. Emotion Regulation and seven Subfields of Psychology
(Gross, 1998:277)

In this section I applied a philosophical approach which was similar to the one I adopted in order to explore emotions in Chapter 2. Therefore, I classified subfields of Emotion Regulation with respect to their nature as inherent and socially constructed. To the first category I assigned Biological, Health, Cognitive, Developmental and Clinical, because they are all primarily associated with the innate nature of emotions. Biological focuses on genetic and physiological aspect; Health on mismanagement of negative emotions which can cause illness; Developmental on innate temperamental differences in children; Clinical on mental health; and finally, Cognitive on the interrelation between affective and cognitive processes like memory and problem solving. The remaining subfields are assigned to the second category. Social, focuses on influences of social factors on emotions, considering Emotion Regulation to be a social affair. Finally, the subfield of Personality focuses on the impact of agency on emotions, which is the capacity of an individual to act in such a manner that shapes one's own and the behaviour of others in the environment.

Having adopted a constructivist approach to emotions, as detailed in Chapter 2, I regard emotions as a construction between the individual and its environment, arising through their interaction. So, the individual acts in such a manner that shapes the behaviour of others during a process of mutual responding. Consequently in my study, the subfield of Personality is the most significant factor in the area of Emotion Regulation.

In summary, since emotions and their regulation are intrinsically connected, I decided to explore definitions like stress, coping, Emotion Regulation and resilience. I concluded that novices are likely to experience high stress levels, because they have to confront daily challenging situations. This urged me to discuss coping and resilience strategies in order to regulate stress and foster resilience. Researching Emotion Regulation, I concluded that Personality is the subfield complimenting my constructivist approach, which would contribute to the exploration of emotional experiences in my case study. Since my constructivist approach includes a strong connection to context, in the next section I will discuss the influence of culture.

3.3. THE INFLUENCE OF CULTURE

In this section, I will explore how cultural factors affect emotional experiences. For this purpose, I will examine the nature and role of culture from different perspectives and study corresponding behaviours. In the end, I will come to conclusions about how culture in my context influences emotional experiences, which in turn contributes to the researcher's interpretation of the data.

“The experience and expression of emotions is dependent on learned convictions or rules and that, to the extent that cultures differ in the way they talk about and conceptualize emotions, how they are experienced and expressed will differ in different cultures as well.” (Cornelius, 1996:188)

Before establishing a connection to my study, I will define the nature and role of culture. According to Mesquita & Walker (2003), culture establishes what is considered to be moral and desirable behaviour in a particular context. It affects norms surrounding emotions and their expression. So, culture highlights boundaries and shapes emotions through the ascription of beliefs and social practices. Factors, that do not adhere to what is defined as good and expected in a social framework, may induce stress (Mesquita, 2003). Social norms, which differ across cultures, are defined as display rules and represent guidelines about what is expected from group members in terms of acceptable behaviour, feelings and thoughts (Matsumoto, 1990). They aim to increase social coordination and decrease chaos while promoting social unity.

Since good leadership practices embrace a people oriented approach, when dealing with a stakeholder, leaders need to understand the person behind the role within the social setting. This would enable leaders to follow their mannerisms and emotions viewed from a constructivist perspective (Hofstede, 1984). In this sense, “culture can be regarded as a system of meaning that is produced and maintained through the dynamic production and reproduction of meanings in the social activities of individuals” (Lyons & Kashima, 2001:373).

My investigations led me to consider two main cultural frameworks which influence behaviour. The criterion for the first one is group and individual value. The criterion for the second one relates to context. With reference to the former, Triandis, Bontempo, Villareal, Massaki & Lucca (1988) classified culture further into two categories, the cultural and the psychological. They considered how differences related to culture and personality. Furthermore, they explored how the self and community (ingroup) are related. Within the cultural domain, they distinguished between Individualist and Collectivist cultures. This differentiation describes the degree to which people are integrated into groups (Hofstede, 1984). Whereas individualist cultures value the individual more than the group, collectivist cultures value the group more than the individual. With reference to the psychological domain, they are differentiated between allocentric and

idiocentric ways of being. On the one hand, allocentrism is viewed as an attribute of collectivism and expresses how people centre their attention and action on others rather than themselves. On the other hand, idiocentrism is viewed as an attribute of individualism and is demonstrated by the focus of attention on the self (Triandis et al., 1988).

According to Hofstede (1984), the fundamental issue between Individualists and Collectivists is the degree of interdependence between members of a society and how their self-image is defined in terms of “I” and “We”. Individualists define the self as a separate entity, giving priority to personal goals, behaving in ways that favour their personal attitudes and decisions without necessarily exhibiting conformity to norms. They are autonomous and independent and value themselves, their personal time and freedom more than their relationships with others. They look after themselves and immediate family, joining many ingroups being family, friends, band and tribe, formed to a great extent by the individual. As they are by nature detached and self-reliant, their attachment to ingroups is voluntary and temporary, so once they feel uncomfortable, they drop them easily to find new ones. They exhibit conformist behaviour in order to gain acceptance by the ingroup. As this provides them with limited social support, resources and security, they have many rights and few obligations towards group members (Triandis et al., 1988). Since they define as ingroup persons with whom they have similarities in social class, race, beliefs, attitudes or values, the social group in which most interpersonal behaviour occurs, is huge and therefore social harmony is promoted (Triandis, 1972).

In contrast, according to Triandis et al. (1988), Collectivists are integrated into strong cohesive ingroups such as extended family, friends, fellow villagers and political allies. They are emotionally attached to others, defining the self as part of ingroup, forming an intensive and high interdependency relationship. Within their social group, they exchange many obligations and few rights for social support, resources and security. They are proud of their ingroup being concerned about its integrity and achievements.

They do not only subordinate their personal goals to those of the ingroup, but also remain loyal despite disapproval. They allocate more time and attention on people than on tasks, considering friendship as a life-long relationship. Since they are centred on their ingroup, they are concerned with power dynamics which mainly benefit themselves and the ingroup, irrespective of the cost to the outgroup (Ibid). Thus, according to Triandis (1972), they may exhibit an attitude which shows ignorance towards the greater public good and to those responsible for upholding it. This includes government officials, policemen or other society members. The approach could possibly lead, not only to social disharmony but also, to a tendency towards corruption. However members of a whole culture unify towards facing collective dangers.

Apart from cultural factors, psychological factors also shape the behaviour and emotions of an individual in a cultural framework. The fact that further differentiation was introduced in cultural models, taking individuality factors into consideration, demonstrates that one cannot ignore each person's uniqueness. On the one hand, in collectivist cultures, allocentric people accept ingroup norms without questioning them and exhibit consistency in social behaviour. Idiocentric persons question them, but comply because most people do. On the other hand, in individualist cultures, allocentric persons feel concerned about their ingroup, behaving according to ingroup norms. Idiocentric persons find it totally natural to act as they feel right, disregarding the needs of their ingroup (community, family or work group) while they exhibit hedonistic concerns (Triandis et al., 1988). So, they may uphold a higher value position than the majority of the culture. As an example, instead of feeling compassion towards refugees, they may experience contempt or lack of concern for their suffering.

Furthermore, related theories about stereotypes recognize a differentiation between cultural classifications. I examined discrepancies among collectivist cultures. Mediterranean collectivist cultures place central value on respect and dignity while preservation of one's honour is of supreme value. Therefore members consider themselves to be honourable and

dependable. They behave according to ingroup values and norms, and it is rather unlikely they would betray the ingroup. Shame is widely used as a mechanism to ensure social conformity (Triandis et al., 1988).

Having discussed the first criterion of group and individual value in cultural frameworks, I will proceed with the second criterion which is context. Holliday (1999) differentiated between Large and Small Culture. On the one hand, Large Culture refers to ethnic, national and international contexts, which in my case, is the Greek Cypriot ethnic culture. On the other hand, Small Culture refers to small social groupings with cohesive behaviour, combining ethnic and organizational culture. While Large Culture is based on values, Small Culture is built on practices. Although values were formed when employees were children, employers may still be able to activate latent values of their staff, in the framework of Small Culture, if no prior chance was given (Ibid).

Organizational culture corresponds in my study to school culture which was defined by Lumby & Foskett (2008:44) as “a set of beliefs, values and behaviours, both explicit and implicit, which underpin an organization and provide the basis of action and decision making.” Small Culture is that of the educational community of the school where my study took place, so it is the school culture at Beetle School.

In order to gain better understanding about the behaviour and emotions of members in the Large and Small Culture, I attempted to position Greek Cypriot culture within the international context. Due to historical reasons, Cyprus and Greece, apart from speaking the same language, they also share similar values. Therefore, I concluded that Cyprus was also classified under the category of collectivist cultures. Triandis (1972) placed Greece in the collectivist culture category together with Mexico. Similarly, in Hofstede's (1984) Individualism Index, Greece scored equally to Mexico. So, Greece and Mexico may exhibit similarities in cultural behaviours, while Greek and

Cypriot cultures are intertwined. Consequently, one could expect Greek Cypriots to share similarities with Mexicans in their collectivist behaviour.

Having positioned the Greek Cypriot culture, I would like to examine how different cultural frameworks influence emotional behaviour. My investigations led me to a study undertaken by Mesquita & Walker (2003). It examined the difference in behaviour, based on cultural models, in situations where there was a negative impact on the relationship. It involved Japanese and Mexican students who were classified as Collectivists, while Americans were considered to be Individualists. The study involved interviews about experiences in emotional situations of humiliation and offense. While in such situations Collectivists strained to preserve the relationship, with consequences for their self-esteem and dignity, the opposite happened with Individualists.

Americans supported confrontation and were happier when taking decisions, because their cultural model included agency appraisal. In contrast, Japanese students sought internal balance within themselves, refraining from reaction when feeling offended. In this sense, agency is understood as an attribution of responsibility for control over events, expressing the capacity of an individual to act independently on one's making their own free choices. The attribution may be made to the self, a particular other, fate, god, other circumstances or even nobody in particular (Thoits, 2006).

Despite the fact that Mexicans were also Collectivists, they preferred to avoid contact, pointing towards specific differences in the ways collectivist cultures apply their values in practice. In this case, Mexicans were perceived as distancing themselves from the relationship. Moving away was clearly consistent with a part of the Mexican cultural model, namely *Simpatía*. This stands for friendly and smooth behaviour as well as avoidance of direct confrontation (Condon, 1985). Consequently, having accepted similarities in collectivist behaviour between Mexican and Cypriot cultural values, one could anticipate the following: Greek Cypriots would eventually avoid contact, distancing themselves in situations of offense and humiliation, possibly

blaming others for their misfortune. Both behaviours would have a negative impact on their interpersonal relationships.

Within the organizational context, leaders need the cooperation of colleagues in order to lead effectively. When staff members feel understood and cared for, they are more likely to follow their leaders. So, leaders are encouraged to apply Emotional Understanding in order to become familiar with the nature of each school community member. Since culture shapes human behaviour, leadership practices are culturally dependent. Therefore it is important for leaders to understand the cultural background of stakeholders. The discussed cultural models could support the leader in comprehending how stakeholders construct their reality. They could also offer an explanation for their emotional behaviour and way of thinking. Using their Emotional Understanding and shifting their perspective, leaders could follow the behaviour of others, considering issues from the stakeholder's point of view. As an example, I would like to discuss performance appraisal systems. Although this often leads to improvement in individualist cultures, in collectivist ones it could destroy the harmony existing in interpersonal relationships. The reason is that personal image plays a decisive role in this context and, by disturbing the image of an employee it could lead to the opposite effect. Therefore in this case, Hofstede (1984) suggested giving feedback indirectly.

However, the use of cultural models to comprehend organizational mannerism could also have drawbacks. Although cultural models represent a step towards a better understanding of how culture could affect social behaviour (Triandis et al., 1988), they could equally lead to the formation of stereotypes which are cultural phenomena (Lyons & Kashima, 2001). Relying on them could lead to misconceptions and prejudice, objectifying people by applying an approach of "one size fits all" which would ignore individual differences. Constructing homogenous groups of people by nationality is problematic, because it perpetuates stereotypes, urging people to draw

conclusions about entire nations based on the individual behaviour of some members (Henderson-King & Nisbett, 1996).

Additionally, the stereotype approach could be victimizing people, making them feel unable to take control over related issues (Oyserman & Swim, 2001). This could be acting as a threat due to the fear of being judged, stigmatized and embarrassed, in what Steele (1999:44) called the “Stereotype threat.” In addition, it could cultivate anxiety and push individuals to confirm the degrading label, interfering with task performance which reinforces negative stereotypes (Ibid). Moreover, people could feel devalued and discriminated, because the experience creates doubts about their self abilities, reducing their aspirations (Ibid). Finally, it places ingroup members at risk, because the negative behaviours of a few individuals could have a negative impact on the whole ingroup. This would lead to the rejection of all members, victimizing them and destroying relations while creating suspicion amongst them (Mendoza-Denton et al., 2002).

Despite their drawbacks, under certain conditions cultural models may still support educational leaders in their leadership practices. Novices are involved in Emotion Regulation on a daily basis and often need to lead the reshaping of school culture during the transition period. Both processes could be facilitated by comprehending the reality of others using Emotional Understanding. By reflecting on Small Culture behaviours and comprehending collectivist cultural values, novices in Cyprus could understand the motivation behind the actions of stakeholders which would influence their point of view towards others.

As an example, I would like to make a link to unionism and nepotism in Cyprus, as discussed in Chapter 1. Awareness about cultural models could contribute to the understanding of group behaviour which would influence novices in their leadership practices. Cypriots, being Collectivists, are to their majority integrated into strong cohesive groups, such as political parties. This could possibly offer an explanation for the strong polarization within the

Cypriot teachers' union and the presence of political party representatives during interviews for promotional purposes with the ESC. Collectivists focus on the welfare of their ingroup, supporting only the interests of its members at the expense of others. This attitude could also offer an explanation for the prevalence of nepotism within the Cypriot society and the CES. Being Collectivists, many Cypriots from an early age are integrated into the ingroup of extended family followed by, for example, participation in political parties. Thereby, more powerful family/party members are expected to help the less powerful in terms of career, social and financial support in exchange for their loyalty.

From an individualist perspective, this could be perceived as nepotism, opportunistic behaviour and lack of concern for the public good. However, according to cultural norms, it is a part of collectivist reality to focus on benefiting the self and ingroup. By understanding how stakeholders, according to Large Culture norms, construct their reality, one could comprehend how Small Culture members could possibly construct their reality too. Therefore, under certain conditions, knowledge about cultural models could earn its place within leadership practices. Consequently it could benefit educational leaders for two reasons: first, it would probably reduce frustration that behaviours of stakeholders may evoke; secondly, promote the leaders' Emotional Understanding, enabling them to view situations from the stakeholder's perspective. Understanding how Small Culture members construct their reality would influence first, the way novices handle situations, making it more effective. Second it would enable them to use their Emotional Understanding to build relationships based on trust.

Nevertheless, novices should not let cultural stereotypes overshadow the individual nature of each school community member and ignore how each one constructs personal reality. Since cultural models operate according to an approach of "one size fits all", they can only present a guideline towards possible group behaviour. Should leaders rely entirely on stereotypes, they run the risk of becoming biased and misconceived about people and situations.

Consequently, novices need to comprehend cultural models and combine their knowledge with their Emotional Awareness and Emotional Understanding. At the same time they should take individuality factors into account in order to follow behaviour and emotions of school community members. As an example, previously discussed allocentric and idiocentric people and differentiation between Mediterranean collectivist cultures demonstrate the importance of considering the individuality factor. So by adapting their perspective collectively and individually, novices facilitate reshaping culture which is often part of difficult transition in early headship. According to Maurer (2010), any kind of change is associated with feelings of resistance in all participants, possibly causing them high stress levels, anxiety and frustration (Day & Bakioglu, 1996). Since all participants experience resistance to change, from a constructivist perspective reshaping culture is a bi-directional process whereby the novice's and stakeholders' behaviour are shaped by each others' responses.

In summary, the exploration of different aspects of culture led to the conclusions that in my study, Large Culture is the ethnic Greek Cypriot culture. Small Culture is the educational culture at Beetle School. Having discussed two cultural models, the Individualist and the Collectivist, I concluded that Cypriots belong to the latter. On a general ethnic level, Collectivists integrate into strong cohesive groups, or ingroups, such as extended family or political parties, where they subordinate their personal goals in exchange for social support, resources and security. Centred on their ingroup, they focus their power on their own and ingroup's interest, benefiting themselves at the expense of others while ignoring often public welfare. Although cultural models may offer explanations about group behaviour in Small and Large Culture, they also present risks. One could be misled by stereotypes through the formation of prejudices and the approach of "one size fits all". Therefore, the individuality factor cannot be ignored. By taking into consideration the uniqueness with which each stakeholder constructs his or her reality in combination with their cultural knowledge, novices may facilitate their transition into early headship. Leaders, being in charge of the transition

process, have to manage not only their own but also emotions and resistance coming from stakeholders. Therefore, educational leaders are heavily involved in Emotion Regulation. In the next section, I will discuss cultural norms, which express how culture influences shapes the emotional dimension of member's behaviour.

3.4. EMOTIONAL LABOUR

In order to comprehend how the emotions of the Novice in my study were calibrated in terms of cultural norms, I will explore Emotional Labour. After defining it, I will discuss their role in school leadership and coping mechanisms. This will offer insight into the associated emotional experiences and coping strategies.

Professionals are expected to manage their emotions to fit a purpose within their professional context, concluded Hochschild (1983:7) after investigating emotions of flight-attendants. She defined Emotional Labour, as the labour one requires to “induce or suppress feelings in order to sustain the outward countenance that produces the proper state of mind to others, in this case, the sense of being cared for in a convivial and safe place.” So, emotions within professional environments are classified as “good” or “bad” according to cultural norms to which professionals are expected to comply. In this sense, Beatty & Brew (2004:334) spoke of “emotional absolutism” with respect to which emotions are assessed in terms of their appropriateness, being labelled as either right or wrong. The framework of judgement occurs in accordance with display rules which determine how emotions should be displayed.

However, emotions are “an inescapable part of self” and their denial is also denial of the self, something like a “self-imposed exile, or a stretch in a prison of one’s own making” (Beatty & Brew, 2004:343). The intervention of culturally imposed rules into self- processes has a negative impact on the emotional balance, because faking or suppressing emotions is a stressful

experience (Sachs & Blackmore, 1998). As stress urges individuals to engage in coping mechanisms, Hochschild (1983) proposes surface or deep acting. On the one hand, surface acting involves a superficial emotional involvement. An example would be, the head teacher feeling sad but faking a smile while walking in the school corridor, coming towards children.

On the other hand, deep acting involves an internal connection, a conscious emotional engagement of an individual which aims to fulfil not only the personal but also the professional expectations of others. An example would be, when a head teacher focuses on empathy for parents, who neglect their children, in order to redirect anger towards them. Thereby, the connection to another idea changes the point of view and automatically the emotional dynamics. In this case, emotions are expressed in socially acceptable ways instead of being suppressed. This is facilitated when individuals coordinate consciously their emotions by touching deep layers of their integral existence. As this requires internal effort, the process was termed as “labour”.

Moreover, intense Emotional Labour and stress expose professionals, whose work involves daily contact with people, to the risk of “burnout” (Maslach & Jason, 1981:99). They defined it as the syndrome of emotional exhaustion. Professionals feel they are no longer capable of giving themselves on a psychological level, because their emotional resources are depleted.

Having defined Emotional Labour, risks and coping mechanisms, I would like to discuss Emotional Labour in the school context and its relation to my study. Not only educational leaders work continuously with people, but the centrality of their role places them at the heart of the school’s emotional dynamics. The nature of their work could constrain them as it imposes immense emotional demands on them.

“As a leader I do feel that you must hide the fact that you are having a bad day or you are not in complete control. It basically comes down to if the leader thinks something is bad or not right,

then everyone else will think that something is bad or not right. . . . you need to keep a tight lid on those emotions, leave them at home.” (Beatty & Brew, 2004:342)

Novices are even exposed to a higher degree of Emotional Labour, because they have to conform to the values of the culture they inherit in their new school, which may oppose to their own beliefs and values. Besides, personality factors may add additional strain to leaders, as they may require a more intense involvement in Emotional Labour.

The described picture is in resonance with the conclusions of Crawford (2006, 2007), that Emotional Labour is an intrinsic part of Educational Leadership because head teachers engage strongly daily in Emotional Labour. She studied in the UK an autobiographical collection of 5 head teachers. In another study she included 4 narratives of school leaders about their emotional experiences. In order to protect head teachers from emotional exhaustion and burnout, Crawford suggested that school leaders should put personal boundaries, so that they experience less professional constrain. Going through the stressful period of transition, novices are exposed to intense Emotional Labour, and therefore personal boundaries would preserve their emotional health.

Similarly, Gronn (2003) made suggestions to school leaders, founding them on his argument that there was a particular kind of Emotional Labour associated with school leadership. In contrast to flight-attendants, who were only engaged for a short and superficial relationship with customers, educational leaders related differently to school stakeholders. Their professional relationship was of high quality, because not only was it based on trust, authenticity and integrity, but they also had to induce a sense of community belongingness. Therefore, by attuning their own feelings with those of the organization, school leaders would experience less emotional constrain because this would also increase their authenticity and trustworthiness.

However, the existence of a high discrepancy between leaders' and schools' cultural values would require more effort from school leaders to attune into the latest. Consequently, novices would have to engage more intense Emotional Labour. Therefore, I agree with the previous suggestion provided that values and beliefs of both parties do not diverge much from each other. In conclusion, novices' engagement in Emotional Labour is higher, the bigger the discrepancies are in cultural values and attitudes between their own and schools'. Should this be the case, conforming to different cultural norms during this difficult period which is full of challenges, would add an additional emotional strain on novices

Coming to the end of this chapter, I would like to sum up my conclusions. Novices experience high stress levels engaging in Emotion Regulation during transition in headship. While resilience represents the individual's capacity to cope, it is connected to personal attributes, intelligence and mindfulness. Emotion Regulation relates to the psychological subfield of Personality which expresses the capacity of novices to influence their own and others behaviour. Resilience and Personality play a crucial role in my study, because according to my constructivist approach, they express how the Novice's interaction with the environment influences the construction of personal emotional experiences. The Novice's emotions and behaviours are subject to cultural norms in Large Culture, the ethnic Cypriot culture, and Small Culture, the school culture at Beetle School. Conforming to those cultural norms urges novices to apply Emotional Labour which is an intrinsic part in Education Leadership. In the next chapter, I will discuss emotions within the educational context.

4. CHAPTER

EMOTIONS IN SCHOOLS AND LEADERSHIP

4.1. INTRODUCTION

The focus of my study is to investigate emotions within the school context. In this chapter, I will examine the role emotions play in schools and leadership concentrating on newly appointed headship. For this purpose, I will include gendered aspects, trust building, transition to headship and emotions in leadership, highlighting key arguments and debates in those fields.

4.2. EMOTIONS IN SCHOOLS

In this section, I will discuss the study of emotions in schools while I make a connection to emotionality in the Cypriot context. This will enable the reader to understand the significance and role of emotions in Beetle school and the factors that influence the relations between the Novice and teachers.

Traditionally, emotions have been contemplated as unwelcomed disturbances which needed to be controlled by reasoning (Greenberg, 2004). Not only emotions have been marginalized, but they were also neglected in organizations like schools, where rationality was identified with professionalism. However, increasing workload and working hours, trends towards teamwork and changing working practices, intensified personal interactions (Ashforth & Humphrey, 1995). This created higher awareness of the need for interdependency among colleagues, giving rise to unresolved personal conflicts. Additionally, it highlighted the significance of emotions in the work place. Moreover, popular publications like the “Managed Heart” by Hochschild (1983) and “Emotional Intelligence” by Goleman (2004), evoked interest in emotions within organizations. In a similar sense, emotions in the

CES were marginalized and only became part of discourse in the last few years, as discussed in Chapter 1.

Organizational psychology gained ground, because it was finally acknowledged that the emotional states of employees influenced their work motivation, social identity, decision making and task effectiveness (Barsade, 2002). Employees could not possibly leave their emotions at the doorstep of organizations before entering the building. Emotions connect or disconnect individuals in social settings, either holding a whole school together or unhinging it (Blackmore, 2004). Even the Latin word of emotion, “*emovere*”, translates into move out and stir up, revealing the “flowing” nature of emotions (Hargreaves, 1998:835). Moreover, schools are organizations where the emotional factor lies at the core of teaching.

“Schools run on love – of the kids, the subject the work, the hope, the possibilities, the smiles of satisfaction, the looks of appreciation, the little things that keep teachers and students and leaders going.” (Beatty, 2000:59)

Within schools, emotions contribute to good teaching practices, sustain learning motivation, affect interpersonal relations and shape school environments through Educational Leadership (Barsade & Gibson, 2007). Teachers and students, whether in playgrounds or classrooms, fill schools with emotions of love, compassion, enthusiasm, passion, anger, anxiety and frustration. Therefore, Fineman (2000a:3) described schools as “emotional arenas.” Positive emotionality nurtures organizations like schools to grow by preventing stagnation, fostering the well-being and health of employees (Fredrickson, 2003). Despite the fact that emotions have gained significance in education, as evident by numerous publications about teacher’s emotions in the CES, I encountered major problems finding secondary school head teachers who were willing to share their emotional experiences. Cypriot head teachers were reluctant to talk about their emotions as leaders.

Moreover, emotionality plays a central role in all schools especially in small ones like it is the case in Cyprus. The small school size increases proximity contributing to a higher familiarity among members. Thus, hierarchical boundaries are more flexible, making roles more transparent, while sentient groups are common, as educators commute together in small groups to other towns daily.

In summary, emotions being part of core daily practices, play a central role in schools. The increased proximity, due to the small size of schools in Cyprus and the limited hierarchical boundaries, allocate a special role to emotions in the CES.

4.3. THE ISSUE OF TRUST

In this section, I will define trust and how interpersonal relations develop through it, discuss its role in education and examine how trust is built by newly appointed head teachers in their new schools. For this purpose, I will define key criteria which are involved in trust building until trustworthy leadership is established. This will enable the reader to follow the creation of trust building among stakeholders in Beetle School and the development of trustworthy leadership. However, first I would like to define what trust is:

“Trust reflects the extent to which one is willing to rely on and make oneself vulnerable to another. It is the accepted vulnerability to another's possible but not expected ill will.”
(Baier, 1994:99)

According to Tschannen-Moran (2014), trust has a distinct meaning in education because, apart from being part of learning, it is also part of the core mission in schools. Otherwise pupils would not believe what teachers tell them, while parents and community would not trust that schools can provide quality education for their children. Besides, while the head teacher expects teachers to

be competent, reliable and committed, teachers expect their head teacher to be fair, care for the provision of sufficient resources and supply professional support (Ibid). Consequently, there is interdependency among stakeholders, which makes them vulnerable to each other.

However, teachers experience vulnerability in a dual sense (Tschannen-Moran, 2014). On the one hand, they are vulnerable to their novice, because due to power imbalances, vulnerability is intrinsic in hierarchical systems. The difference in power dynamics allows the higher level, in this case the head teacher, to punish teachers if the principal disapproves of their behaviour. On the other hand, teachers are vulnerable to their colleagues, because they need to trust them so that they can accomplish tasks in line with the mission of their school.

On the one hand, if novices trust teachers, this creates confidence and elevates their self-assurance, contributing to the development of working together as a team (Crawford, 2002). On the other hand, teachers' vulnerability urges them to take conscious risks when they trust their new head teacher. Since risk taking has an emotional component to it, teachers in their vulnerability hope not to be taken advantage of (Solomon & Flores, 2001). Thus, trust is both an emotional and logical act associated with the fulfilment of expectations on both sides.

Since trust increases faith in the integrity of each other, it also fosters communication which facilitates a stronger connection among teachers, cultivating cooperation and collegiality. Therefore, if teachers feel connected and safe through authentic trust, they resolve their issues more effectively and demonstrate eagerness to go the extra mile for their school (Tschannen-Moran, 2014).

Should stakeholders fail to trust their novice, mistrust would build barriers and cause energy waste, because worry urges stakeholders to make other provisions towards self-protection in case of betrayal. This could reduce

the school's productivity and build barriers among stakeholders (Luhmann, 1979). Trust would allow for a smoother operation, reducing social complexity, as less time is spent on details, because it is the bond in all interpersonal relationships (Ibid).

“Trust functions as a lubricant of organizational functioning; without it, the school is likely to experience the overheated friction of conflict as well as a lack of progress toward its admirable goals.” (Tschannen-Moran, 2014:xi)

Therefore, building trust in the new environment is crucial for all novices. As discussed in Chapter 1, mistrust and suspicion destroyed the school spirit at Mountain City School. A newly appointed head teacher is not only entrusted with the ability to lead the school, but also with the responsibility to build trust. Therefore, the cultivation of trust and creation of interpersonal relationships lies with the novice leader (Tschannen-Moran, 2014). However, since change is often associated with cultural reforms and resistance from staff (Maurer, 2010), in many cases novices have to work hard to create and sustain trusting environments. Besides, authentic trust comes after a passage of time, so novices need to conceal their impatience with the art of patience while time, consistency and predictability lead to the maturity of their relationship with their teachers (Tschannen-Moran, 2014).

Since the aim of this research was to study interpersonal relationships between the Novice and teachers at Beetle School, trust was a crucial part. Thus, I decided to use criteria to follow the development. According to my constructivist approach, which was discussed in Chapter 2, I consider it to be a bi-directional process.

However, until authentic trust is established, both parties still have to work together. To bridge over this period of time, provisional trust facilitates their cooperation (Tschannen-Moran, 2014). Otherwise, collaboration would become very difficult until time allows for the genuine experience of

trustworthiness. Factors which encourage or discourage provisional trust development are reputation, common acquaintances and previous common working experience (Ibid). Consequently, novice and teachers would be judging according to their values, their previous experiences and present working environment conditions which correspond to Small Culture norms (Holliday, 1999). Judgements are made on the assumptions that both parties share similar values and attitudes. They indicate whether the novice either thinks in the same way and is perceived as “ingroup”, or does not and is classified in the “others” category (Hofstede, 1984). The approach highlights the cultural dimension and resonates with what was discussed in Chapter 3 about cultural influences on emotions and behaviour (Triandis et al., 1988).

Thus, during this critical phase, which corresponds to the first few months in headship, novice and teachers rely on other criteria than trustworthy behaviour to trust each other. Colleagues, who overcome biases, are more disposed to extend trust, overlook flaws and enrich themselves with positive experiences (Wrightsmann, 1966). Generally, shared values, behaviour and faith in each other, grow over time, provided there are no incidences of trust violation (Tschannen-Moran, 2014).

While provisional trust is extended, each party observes behaviour of the other, revising constantly the information about trustworthiness. Behaviours failing to meet judgements during the initial period, mobilize defensive actions. Refusal to accept untrustworthy behaviour mobilizes the need to apply self-protective mechanisms and would be labelled as blind trust (Solomon & Flores, 2001). So, the occurrence of failing behaviours according to expectations of one party could disturb the trust building process. However, the relationship could tolerate an occasional disappointment, disagreement or difference in values, provided it leaves intact the sense that both parties care enough to protect and continue the relationship (Ibid).

During this critical period, novices should avoid hasty reforms and instead adopt an attitude of patience and perseverance. Frequency and duration

of contact, interdependency, reliability and successful resolution of common challenges contribute to building trust among stakeholders and an authentic relationship (Tschannen-Moran, 2014).

In search for criteria in order to follow the trust building process in Beetle School, I examined the Criteria of Discernment (CD) by Bryk & Schneider (2002) and Facets of Trust (FT), as stated by Tschannen-Moran (2014). Tschannen-Moran developed the Facets of Trust based on 35 years experience in education, being the founder and leader of an alternative school in a low-income neighbourhood in Chicago, USA. The Facets of Trust express criteria, which individuals rely on to make trust judgements as the basis of interpersonal relations in schools. They are indicators of trustworthiness and derived from various sources: existing literature, qualitative and quantitative research studies, as well as novices' and colleagues' experiences. The facets of trust are listed in the following table:

FACETS OF TRUST (FT)	
Benevolence (FTBEN)	Caring, extending goodwill, demonstrating positive intentions, supporting teachers, expressing appreciation for faculty and staff efforts, being fair, guarding confidential information
Honesty (FTHON)	Showing integrity, telling the truth, keeping promises, honouring agreements, being authentic, accepting responsibility, avoiding manipulation, being real, being true to oneself
Openness (FTOPE)	Maintaining open communication, sharing important information, delegating, sharing decision making, sharing power
Reliability (FTREL)	Being consistent, being dependable, showing commitment, expressing dedication, exercising diligence
Competence (FTCOMP)	Buffering teachers from outside disruptions, handling difficult situations, setting standards, pressing for results, working hard, setting an example, problem solving, resolving conflict, being flexible

Table 4.1. Facets of Trust (Tschannen-Moran, 2014:39)

In a similar way, Bryk & Schneider (2002:23) identified four Criteria of Discernment which are listed in the table below:

“Drawing on both the extant scholarship on trust relations and our own school observations we posit a dynamic interplay among four considerations: respect, competence, personal regard for others and integrity.”

CRITERIA OF DISCERNMENT (CD)	
Respect	Recognition of importance of each person Genuine listening and conversation within Free expression of concerns and active listening
Competence	Execution of formal role responsibilities Ability to achieve desired outcomes Control pupil behaviour Respectful behaviour among stakeholders Orderly and safe building Introduction of standard organizational routines
Personal regard for others	Acts of benevolence Going the extra mile
Integrity	Consistency between what they say and do Adjudication Public affirmation to school core purpose

Table 4.2. Criteria of Discernment (Bryk & Schneider, 2002)

Comparing the Facets of Trust and Criteria of Discernment, I found them very similar. First, Benevolence (FT) is associated closely to Personal regard for others (CD). It indicates the goodwill of the leader to do well to others and the school without having an egocentric profit, avoiding opportunistic behaviour. Bryk & Schneider (2002:25) defined their Personal regard for others as the “actions taken by a member of a role set to reduce others’ sense of vulnerability”. So, when stakeholders sense that they are being cared for, they experience a social affiliation of personal meaning, feeling valued and emotionally safe (Ibid).

Second, Honesty (FT) is associated closely to Integrity (CD). On the one hand, honesty is defined as the belief that statements are truthful, and that one can rely on promises which contributes to the creation of personal integrity (Dasgupta, 1988). Integrity is the harmony between the values of a person as

expressed through their words and actions (Simmons, 1999). Both relate to authenticity, which implies being accountable for own words and actions, avoiding manipulation, and being real instead of pretending to be something else (Tschannen-Moran, 2014). So, stakeholders need to feel that it is safe to believe their leader.

Third, Openness (FT) is closely associated with Respect (CD). By being open, leaders expose their vulnerability. Besides, sharing their authority and accepting the consequences, they also share their emotions. This signals not only their confidence but also their respect for stakeholders. They are encouraged to disclose their vulnerabilities, because they feel their needs will be attended to. "Just as openness breeds trust, so too does suspiciousness breed distrust" (Tschannen-Moran, 2014:29). When stakeholders feel respected, they also feel free to communicate their concerns.

Fourth, Reliability (FT) is closely associated with Integrity (CD). Reliability is the ability to depend on each other. It is the feeling that one can be assured that the other will act as expected on a regular basis. So, when leaders demonstrate integrity, stakeholders know they can rely on them. Fifth, Competence has the same meaning in both. It includes the ability to achieve desired outcomes, fulfil responsibilities, establish discipline, manage difficult situations, set standards and buffer disruptions. It refers to the leaders' work, related skilfulness and capabilities. So, stakeholders need to feel that their leaders are capable to manage all expectations associated with their role.

Despite many similarities between Facets of Trust and Criteria of Discernment, I decided to adopt the former. The main reason was the fact that they were described in a more detailed and comprehensive way, which made it easier for me to identify them in my data. Although the criteria discussed are substantial and cover most aspects, there are additional factors which contribute to trust building. Those are disposition, which depends on the individual, specific circumstances, existing system and reciprocity which stands for mutual dependence and exchange of privileges (Louis, 2007).

Through reciprocity, trust is achieved more easily, such as in educational systems with high organizational trust, because teachers are willing to accept change by participating actively in the change process.

Novices need to overcome hierarchical barriers, through the demonstration of genuine care and thoughtful initiative, in order to establish conditions and structures which foster trust. When a person is trustworthy, one can place trust and rest assured that it shall not be betrayed (Bryk & Schneider, 2002). Tschannen-Moran (2014) explored characteristics of trustworthy leadership. For this purpose, she examined how the 5 Facets of Trust relate to the 5 functions of instructional leadership:

a) Visioning. "If anyone is responsible for lifting up a vision of the school as a trustworthy environment for all constituencies, it is the person charged with leading the school." (Tschannen-Moran, 2014:254)

b) Modelling. "Effective school leaders not only talk the talk of trust but also walk the walk". (Tschannen-Moran, 2014:256)

c) Coaching includes core competencies such as active listening, creating awareness and communicating directly (Finn & Voelkl, 1993).

d) Managing refers more to novices' competencies. Demanding discipline implies the establishment of fairness. So, teachers find competent and fair novices to be trustworthy (Finn & Voelkl, 1993). Besides, a framework of discipline facilitates teachers to establish stronger classroom discipline, reducing disruptions (Ingersoll, 2001).

e) Mediating, refers to the skills novices use to deal with conflict and betrayal. Thus, successfully resolving incongruity, building interpersonal relations, being skilful and establishing discipline, contribute to novices' trustworthiness (Finn & Voelkl, 1993). I will use the following table to examine how novices establish trustworthy leadership:

TRUSTWORTHY LEADERSHIP (TRL)				
VISIONING (TRLVIS)	MODELING (TRLMOD)	COACHING (TRLCOA)	MANAGING (TRLMAN)	MEDIATING (TRLMED)
Establishing a vision for the school	conformity between words and actions	knowing when to push and back off	culture of discipline	deal and cultivate conflict resolution
	determination	demonstrate genuine concern	follow rules and regulations	mediate between teachers
	speak hard truths in caring manner	active listening	delegate tasks	confidence repair
	courage to produce change	create awareness	flexibility with rules	
	model norms	direct communication		
	reflection on words and actions	plan and set goals		
	effective problem solving	teacher motivation		
		coach weak teachers		

Table 4.3.Trustworthy Leadership (Tschannen-Moran, 2014)

In summary, novices “orchestrate” the trust building process in their new school. During their initial period, novice and teachers ground their collaboration on provisional trust until authentic trust is established. This takes time. After establishing the criteria to follow trust building in my sample school, I chose criteria to examine trustworthy leadership, because it “is at the heart of productive schools” (Tschannen-Moran, 2014:14).

4.4. TRANSITION INTO HEADSHIP

In this section, I will discuss transition into headship including challenges, phases and emotions novices go through, during their Organizational and Professional Socialization, as well as how they influence school culture during their transition. This will enable the reader to follow, within a constructivist framework, challenges, phases and emotional experiences the Novice in my case study went through.

First, I will discuss socialization processes, because associated knowledge would enable me to follow how novices adapt to their new position and profession. Organizational and Professional Socialization relate to how they make sense of their environment while adapting to their role. On the one hand, Organizational Socialization is the socialization around headship. It expresses the social aspect of the position which includes interactions with the environment to establish credibility (Greenfield, 1985). It indicates how novices make sense of their environment, not only by means of knowledge but also by their values and behaviour (Ibid).

On the other hand, Professional Socialization embraces all the required skills, knowledge and dispositions to enact the leadership role (Crow, 2006). Therefore, it includes pre-appointment experiences like education and previous training (Weindling & Dimmock, 2006). In contrast to other countries, where there are multiple routes leading to headship, novices in the CES are only promoted to headship from a deputy's position. Organizational and Professional Socialization are interconnected. The way novices tackle problems influences their experiences and consequently, the way they grow into their role (Ibid).

Despite the fact that Professional and Organizational Socialization are individual processes, because each novice tells a different "story" based on career path, school characteristics and particularities, education and personality, there are also commonalities in challenges and emotions they

experience. Trajectories of career paths have been identified to follow either a linear, continuum, or cyclic track which goes back and forth. Different frameworks lead to the development of various stage models (Earley & Weindling, 2004). Nevertheless, in my case study within the CES, it is a linear trajectory, because head teachers are promoted only from a deputy's position.

Earley & Weindling (2004) followed career development in headship which led to the identification of a 6 stage model, taking into consideration challenges faced by secondary school head teachers. Research was carried out by the National Foundation for Educational Research (NFER) over 12 years, using interviews and questionnaires in the UK. While findings about this initial stage were similar to those discussed previously, researchers in this study included a chronological development, consisting of 3 stages:

Stage 0: Preparation prior to headship

This stage includes views about headship before they enter the post like training, education, professional experience and preparation for the post.

Stage 1: Entry and encounter (First months)

During this stage, novices make sense of the reality, assessing the situation.

Stage 2: Taking hold (3-12 months)

During this stage, novices deepen their contextual understanding. They put priorities while they introduce gradually change by challenging the status quo or social capital. The “getting to know each other” was called “the honeymoon period” (Earley & Weindling, 2004:332).

Stage 3: Reshaping (second year)

During this stage, novices gain awareness of both, theirs and staffs', strengths and weaknesses while they become confident enough to introduce major changes. By that time, novices are already familiar with their school, so their expectations become realistic.

Since this model included details about the first two years, which is the time period I investigate in my study, I decided to explore it further. However, the use of the word “stage” imposed a precise concept of time and structure. I would argue that phase is a more accurate term. The reason is that it relates to the process and the amount of experiences and challenges which contribute to maturity in the position (Day & Bakioglu, 1996). This model also included a pre-appointment phase which set a starting point. The stages in the existing model coincided approximately with my chronological data collection. Therefore I decided to adopt it, introducing an alteration. I substituted the word “stage” with “phase”, furnishing each period with a flexible timeframe. The establishment of framework in the transition phase would enable me to follow the process of the Novice in my case study.

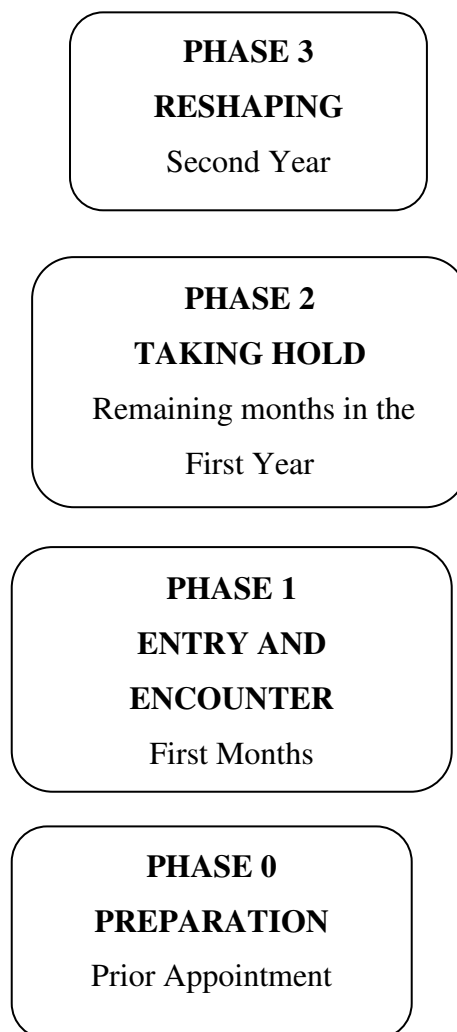


Fig. 4.1. Phases of Transition into Headship in the first two Years

Having established a framework to examine the transition of the Novice, I will proceed with the exploration of the challenges faced by novices during transition.

Day & Bakioglu (1996:208) followed the development of educational leaders at a UK secondary school by using 196 questionnaires and 34 interviews to develop a four phase career path. Their results revealed that during the three year initiation phase, there were two main processes which were described as “idealism, uncertainty and adjustment”. On the one hand, the first process was learning on the job which depended on personal and contextual aspects. On the other hand, the second evolved around the way novices implemented their own ideas and aspirations in their new school.

It was classified as easy when the transition was smooth and the staff embraced change easily, which occurred in two cases:

- a) The predecessor was so unpopular that staff was looking forward to a change.
- b) The school had a good reputation and a few problems. The culture was infused with trust, the climate was enriched with collaboration, and the predecessor's and successor's leadership styles were very similar.

Otherwise it was considered to be difficult. So, the kind of transition is associated with the existing state of the school, depending on whether the predecessor was “a hero to be lived up to” or a “bad act to follow” (Spillane & Lee, 2013:235). As Beetle School was considered to be a challenging school, it was likely to be a difficult transition.

Having differentiated between kinds of transition, I will concentrate on challenges faced during difficult transitions into headship. Draper & McMichael (1998:197) researched how 87 newly appointed primary education deputies in Scotland, “made sense of the surprises awaiting them”. They discovered how their expectations of the post matched reality, using questionnaires and focus groups. Despite preparation, they reported

consternation, calling this initial period, the “bumpy ride of reality” (Ibid:197). During this period of time, relationships seemed to play a significant role. Emotional support was mainly supplied by a senior management team member, whom principals could trust and converse with frankly, in order to reduce loneliness. Although staff and LEA sustained them until they established their new identity, the loss of their friends and pupils, who represented their support system, was perceived as a deterring factor, particularly in cases of changing schools.

Rooney (2000:77), who worked with induction and mentoring programs of novices in the US, described in a similar way how novices were overwhelmed and overworked, because “work never got done” and new knowledge was constantly required. Novices “never won a popularity contest” and were held accountable for everything (Ibid:78). Since novices felt haunted by the image of the predecessor, she indicated how principalship was a lonely world and how “ghosts of the past still ruled the school” (Ibid:77). Longstanding leadership offered consistency and security to teachers who kept saying “we have always done it that way” (Ibid:77). Hardship during transition was also argued by Harris (2007:54), who used interviews to investigate the emotional support needed by educational leaders, documenting how a novice experienced an “emotional onslaught” and had to self-manage by “digging deep”.

Daresh (1987, 1993) in his numerous publications about early headship described how novices experienced anxiety, frustration and lack of confidence in relation to their job until they comprehended how the system worked from the head teacher’s perspective. So, until they gained orientation in their new school and post acquiring strategies on how to gain interpersonal support from others, they felt vulnerable “not knowing the ropes” and sought desperately the feeling of being respected by others (Daresh, 1987:14). He emphasized the amount of stress novices experienced by highlighting that novices were so absorbed in their own survival, that during the “coming on board” phase, they could not attend to what was going on around them, losing awareness (Daresh,

1993:3). He also referred to the shock novices experienced, as they could not believe what they were going through, saying “it cannot be me” (Ibid:4). Finally, they felt frustrated, alienated and anxious going through shock and surprise because, prior to their appointment, they could not have conceived the magnitude of the responsibilities they let themselves into. Daresh & Male (2000:95) who followed the development of 12 novices by using in depth interviews, considered their transition to be a traumatic experience, because novices lived through a "culture shock". Thus, they sought mentoring from outside consultants who acted as critical friends, supporting them through hardship.

The investigation of Spillane & Lee (2013) focused on the challenges novices faced during their first months in headship of primary education. As this maps on Phase 1 in my study (Fig. 4.1.), I decided to examine it further. It involved 17 randomly selected novice principals in the USA during the first 3 months on the job, using both interviews and questionnaires. Challenges novices faced were classified into the following three areas:

1) The Ultimate Responsibility Shock: Stress, Solitariness and Loneliness

While novices were making sense of the situation, they experienced a responsibility shock recognizing the numerous issues they had to handle and became overwhelmed. Since relocating teachers' posts was a difficult procedure, they invested an incredible time and effort attending to personnel issues. They acknowledged that reshaping school culture was a long and effortful process, because teachers felt comfortable with accustomed routines and resisted change. Novices reported feeling so worried and stressed out, that this became their “frame of mind”, experiencing frustration, nervousness and physical exhaustion (Spillane & Lee, 2013:443). Finally, knowing that their decisions to move the school forward would not make everybody happy, they ended up isolating themselves so that they could remain unblemished during decision taking.

2) Problems of Practice: Volume, Diversity and Unpredictability

Novices became overwhelmed, because others expected them to be able to “give all the answers” (Spillane & Lee, 2013:443). Since their responsibility stretched over a huge diversity of tasks, it was not feasible to foresee all matters that could go wrong. Thus they could not stick to planned schedules.

3) Work Diversity: “I Wear Too Many Hats”

In order to cope with situations, novices needed diversity of skills. Thus they ended up juggling between all their responsibilities which became something like wearing different hats: from lunchroom manager to engineer and be “everything to everybody” (Spillane & Lee, 2013:450).

The following account offers a flavour of a novice’s daily life: “The paperwork, the time that things are due, being out of the building for meetings when you really want to be in the building; those things are challenging. Time management, trying to get everything in . . . because you sit down and you’re getting ready to do something and something happens—you know, the fire department shows up . . . a fight breaks out. . . . When you come back to your office, you cannot remember what you were doing and somebody brings you something else. So whatever you were doing goes on the side.” (Spillane & Lee, 2013:453)

Therefore, the first phase in headship was a difficult time for all, for some more than others, especially those who found themselves thrown in at the last minute, due to the urgency of finding a successor, following the removal of the former head teacher due to poor performance. This deprived them, not only from their professional preparation for their post but also, from an induction from their predecessor which exacerbated their situation. Laura, a head teacher who found herself in this situation quoted:

“Just a lot of politics I do not know about yet. I really don’t know who has an agenda, who’s really just here to be a

thoughtful teacher, and who's here to sabotage others. . . . So that's gonna be a challenge, knowing what to believe, how it's gonna affect student learning, and does it need to be dealt with now.” (Spillane & Lee, 2013:454)

Laura felt unable to complete technical tasks and deal with social dynamics in her school, because she lacked the advantage offered to other head teachers who had already received proper induction and staff information. So, the situation did not offer Laura the resources to fall back on because, during her transition into headship, she had to discover the contours of her school and staff which consumed enormous time and energy. One of the possible consequences was that in her initial phase she unintentionally ignited staff conflict rather than bringing teachers together.

In order to ascertain whether novices in Cyprus face similar challenges to novices within the international context, I searched for similar research performed in Cyprus. I encountered two studies which I would like to discuss. The first study is from Athanasoula-Repa & Lazaridou (2008) who included 28 novices from both primary and secondary education in Greece and Cyprus. However they did not specify how many novices came from the Cypriot secondary education. Novices completed a 14 item questionnaire to reveal how they felt about their job, factors impeding their work and related suggestions.

Findings from this study gave the reader a perspective of how Cypriot novices regard the framework in which they work. Their results revealed that novices saw their key role priority as enforcers of policies of the MoEC. They highlighted the significance of being honest, fair, effective, open, approachable, having a vision and a pleasant manner. They expressed the desire for better teachers and equipment, less workload, bureaucracy and centralization, more ethos and values in education and definitely more autonomy. However, novices did not allocate much significance to moral support from the state.

Although one of this study's aims was to investigate how head teachers felt, the study did not mention any emotions or individual head teacher's "stories" about their experiences. Quantitative methodology, offering breadth over depth, did not allow for further exploration of those questions to explain what influenced participants' answers. Despite the lack of depth, this study offered an overall impression of how novices regard their professional role within the CES presenting a general picture of the framework in which Cypriot novices work.

In contrast, the second study offered depth into the challenges faced by novices in the CES. Theodosiou (2015) investigated the professional development of novices, including their Professional and Organizational Socialization in schools, using a sequential mixed method approach. It consisted of a questionnaire survey of 90 novices, semi-structured and follow-up interviews with 12 novices which stretched over 4 years. Although this research focused on the Organizational and Professional Socialization of novices in primary education, while my study was in secondary education, I decided to discuss it, because it demonstrated the challenges novices faced in my context of study. Findings revealed difficulties in the following areas:

1) Culture shock and surprise

During sense making of the situation, novices encountered difficulties to meet the expectations of stakeholders dealing with unsupportive school cultures. They felt helpless facing many unexpected challenges, whereby they had to reshape their initial leadership conceptions. Despite the fact that many of them had postgraduate studies, which increased their self-confidence, they felt inadequately prepared and sought mentoring from previous head teachers.

2) Interpersonal relationships

They recognized that, in order to realize their school's vision, they had to reshape the existing school culture which was still lying under their predecessor's shadow. They faced resistance, especially from uncommitted and

incompetent teachers, and had to familiarize themselves with staff expertise which was a turbulent process.

3) Discipline

They needed to introduce a framework of discipline which satisfied their personal standards, resolve behavioural issues among pupils, as well as establish accountability and responsibility among stakeholders. Facing resistance from staff, they had to ensure that change was introduced at the right time in order to secure staff approval.

4) Credibility

This was connected to the establishment of a positive working culture and trust in order to facilitate change. Other challenges were shortage of resources and facilities, interpersonal relationships with stakeholders, regulations and policies, discipline and conflict. Their experiences were infused with frustration and stress which enriched their narratives with metaphors. While learning on the job, they felt overwhelmed and their disappointment affected negatively their self-esteem and confidence. They managed to survive by expanding their understanding in reference to values, expectations and perspectives, which promoted skills and personal development.

Quotes from novices demonstrated the adversity they experienced during their transition.

“I was sitting on burning coals for what I would encounter the next day.” (Theodosiou, 2015:198)

“I felt like being abandoned in the sea and I had to swim on my own.” (Theodosiou, 2015:198)

“I will admit that I had a traumatic experience during the first year in post. They, staff, parents, community, previously had a director of over 56 and suddenly they saw a 40-year old lady to

take over, having a vision for the school and willingness to change things. Some teachers had provocative behaviours; were reactive and unsupportive, even though I had right for certain issues.” (Theodosiou, 2015:198)

“I will not hide the fact that the first month, I was returning home asking myself. “Why should I become a head teacher?” I was appointed in a school where school culture was particularly challenging. I tried hard to keep my dignity, though I was into the lion’s den. While driving back home I was crying in the car regretting becoming a head teacher. However, although I could have drowned in the ocean, I learned the hard way. Thus, I have not just floated but I swam to the shore.” (Theodosiou, 2015:198)

While Theodosiou (2015) researched challenges in early headship in primary education and found many participants, I had difficulties finding head teachers in secondary education who were willing to share their emotional experiences in leadership and receive feedback from their teachers. My subject was intimidating, because emotions in headship in Cyprus are still a taboo and could be associated with vulnerability. Besides, many more research projects include primary than secondary education, so primary school head teachers are more familiar with educational research. Furthermore, since Educational Leadership is still in developmental stages in the CES, head teachers could have felt they would be downgrading their authority and status to obtain feedback from their subordinates. This could point towards lack of self-confidence in their professional practices. Those were, according to my perception, the reasons behind the fact that I encountered difficulties in finding head teachers in secondary education to participate in my research.

Adversity during transition in Cyprus was also stated by Pashiardis & Ribbins (2003:13) who described how novices were appointed in rural locations for a minimum of two years to be left practically alone to “sink or

swim.” Likewise, Thody et al. (2007:44) affirmed that “once appointed, Cypriot principals essentially sink or swim alone.”

In conclusion, novices faced common challenges in the international and Cypriot context. In most cases, it is the stakeholders who presented “problems, challenges and opportunities that influence the beginning principal’s learning of knowledge, skills, and dispositions” (Crow, 2006:319). Having identified the area of interpersonal relations to be one of the most challenging, I decided to investigate in this direction further.

Draper & McMichael (2000) concluded that the excessive stress faced by 10 UK secondary school novices during their transition was caused by their interaction with teachers. Moreover it turned into anxiety, because not only were the novices not supported adequately by their management team, but they were also blamed by staff members for teachers’ inadequacies. This made head teachers feel abandoned by their staff. Being handled with neglect and disrespect like an object, an “IT”, dehumanized novices and positioned them as objects of fear and guilt. In reality, teachers put their own fears onto novices as a way of disowning their resistance to change and their fears of incompetence (Harris, 2007).

Similarly, Daresh (1993) was intrigued by the resistance of staff towards novices. Initially he followed 8 novices by interviewing them with regard to primary issues faced in early headship. However the impact of novices’ stress, relating to interpersonal relationships with staff, urged him to change the focus of his research and investigate reactions of staff to novices instead. He concluded that there were many similarities between the trauma of staff and novices experienced during transition into headship.

He called the first phase “Denial and isolation” (Daresh, 1993:6). Staff expected novices to act like their predecessors, because they were the ones who shaped staff’s ideas about how leadership should be enacted. So, teachers behaved as if their previous head teachers were still in the building. Because

staff resisted change, they mourned just as though they had lost somebody familiar, despite the fact that in many cases predecessors were unpopular. He named the second phase “Anger”, and explained that staff were angry that a stranger, their novice, “invaded their turf”, which was expressed as resentment in a silent way through non verbal behaviour (Ibid:7). The third phase was “Bargaining”, because staff expressed hostility towards novices, which was followed by a period of “backing off” (Ibid:9). The fourth was named “Depression”, because staff expressed sadness for the loss of the predecessor. Finally during the last phase, which he named “Acceptance”, staff realized how they had survived the trauma (Ibid:10). While coming into terms with the new situation, they realized that the new situation was not actually that bad, because the “marriage between teachers and previous principal was annulled” (Ibid:10).

The process reminds the reader of the General Adaptation Syndrome (Onciul, 1996) which consists of three phases, until lastly adaptation is established through acceptance of the new situation (Arnold, Calhoun, Tedeschi & Cann, 2005). First, there is an alarm/shock reaction, as the person enters the new situation which induces shock until the stressor is identified. The second is the state of resistance/anger, when there is a response to the stressor, and the third is the state of exhaustion/sadness when the stressor experiences depletion. Finally, acceptance/growth signalizes the adoption of new behaviours. As changes are associated with the fear of the unknown, resistance is part of adaptation processes (Maurer, 2010). Therefore, I would argue that novices and staff go through similar phases, experiencing resistance during transition, which is higher in low trust organizations, impeding efficient collaboration among teachers and novices (Day, Sammons, Leithwood, Hopkins, Gu, Brown & Ahtaridou, 2011).

The acquired knowledge suggests that novices and their staff could both go through a parallel development during their adaptation in the early headship phase. They could both possibly survive through a “trauma” while they experience resistance to adaptation. Therefore, I would argue that acclimatization demonstrates how both parties find themselves at the same side

of the coin instead of the opposite. This realization could change novices' perception towards teachers from viewing them as "opponents" to viewing them as "allies".

Besides, taking into consideration Large and Small Culture norms, as discussed in Chapter 3 (Triandis et al., 1988), novices could change their point of view while assessing and reflecting on the situation by applying their Emotional Understanding. Comprehending how teachers could be feeling, would change their approach towards them and support them in leading not only themselves, but also their school through transition. By decoding, respecting and attending to existing central values and beliefs, novices could fuel their schools with openness, flexibility and trust. Through their behaviour, they could increase the likelihood of being perceived as ingroup, which would facilitate the process of gaining support and "allies" in their new environment. Perceiving teachers as "allies" reduces resistance to change and increases acceptance.

Openness would also facilitate the extension of provisional trust which "smoothes" interpersonal relationships, encouraging understanding and flexibility (Schein, 1992). It also facilitates negotiation between novice and teachers so that they can both reshape Small Culture norms together, supporting each other through the adaptation process. Flexibility is the key, because it allows novices to listen and adjust to the present situation, abandoning any pre-existing plans how to implement change. Thus, novices should focus rather "beyond the wall of resistance" (Maurer, 2010) to enable the reshaping of school culture. This is a demanding and lengthy process, particularly when the status quo is challenged (Parkay & Hall, 1992).

Although reshaping culture is a bi-directional process, one of the main tasks of the novice is to lead its development and "gauge the attitudes and skills of those same colleagues to plan the most appropriate order and speed of strategic change" (Draper & McMichael, 2000:459). So, novices may introduce changes gradually by prioritizing tasks, reconsidering their views about

teachers' personal profiles, adapting to the organizational structure of the school while matching teachers' talents, showing genuine care for the well-being of teachers and encouraging them to participate in decision making, (Hofstede, 1984).

Steering a school through change is like “navigating a path through an emotional minefield as fragile emotions can erupt into tears of distress, outburst of righteous anger or implode as in shame and depression” (Harris, 2007:32). According to Hofstede (1984), organizational cultures are difficult to change, because they develop into collective habits. In order to alter them, leadership needs to appeal, not only on feelings but also on intellect, which demands the sustained attention and persistence from the leader. School culture is unique for each school and is formed by school's characteristics, size and location, as well as the socio-economic factors of stakeholders. It is also shaped by the values of people who are part of it at the time (Lumby & Foskett, 2008), in addition to the personal characteristics of the novice like gender, experiences and personality (Hart, 1993).

“Organisational cultures are created by leaders, and one of the most decisive functions of leadership may well be the creation, the management, and if and when it becomes necessary, the destruction of culture. Culture and leadership, when one examines them closely, are two sides of the same coin, and neither can really be understood by itself. In fact, there is a possibility underdeveloped in the leadership research that the only thing of real importance that leaders do is to create and manage culture and that the unique talent of leaders is their ability to work with culture.” (Schein, 1992:5)

In summary, along their socialization process, novices make sense of themselves in their new environment and role by means of their Organizational and Professional Socialization. Having studied different models, I adopted for my study a four phase model to follow the transition of the Novice which can

be either difficult or smooth. Investigating challenges during difficult transition, I concluded that they exist in the areas of shock, interpersonal relationships, discipline and credibility. Dealing with difficulties, novices feel overwhelmed, lonely, isolated, stressed, anxious and frustrated. A major challenge that novices face is reshaping school culture which is a long and difficult process. They need first to decode existing values and start building trust, before they reshape school culture together with stakeholders. Transition is also a period of adaptation for all parties, as teachers and novice may both go through the General Adaptation Syndrome in parallel ways. By winning “allies”, novices may facilitate reshaping culture and minimize resistance to change.

4.5. GENDER ISSUES IN EDUCATIONAL LEADERSHIP

In this section, I will discuss female representation in headship within the international and Cypriot context, areas of discrimination for women and the role of emotions in gendered leadership. The female gender of the Novice in my case study, urged me to discuss gender issues in Cyprus in order to investigate whether they influence working conditions and leadership practices.

Despite the fact that education is predominantly a female profession, compared to their total number in education, women in many countries are underrepresented in Educational Leadership. This was confirmed by Bush (2011) in the UK, Kaparou & Bush (2007) in Greece and Nicolaidou & Georgiou (2009) in Cyprus. Similarly, the recent study of Theodosiou (2015) also pointed towards the existence of gender issues in Educational Leadership in Cyprus. According to the aforementioned studies, reasons for the underrepresentation are discrimination in the workplace and cultural stereotypes about the masculinisation of management. Even the ESC (2006) disclosed figures indicating that in Cyprus 1 in 7 males and 1 in 9 females were promoted to headship, which demonstrates a bias in the recruitment and selection of head teachers on the ground of gender. Besides, male educators are

rewarded for promotional purposes with extra points in the CES, simply by having served in the army which is obligatory only for men. So, gender issues affect promotions to leadership positions in Cyprus.

Despite expectations that gender issues would be eliminated with the entry of Cyprus in the EU, patriarchal discourses and prejudices still designate specific gender roles and tasks. Thus, women are still disadvantaged in leadership positions while male models are used as a reference point (Hadjipavlou & Mertan, 2010). Furthermore, gender stereotypes are determined by social hierarchy. They are the expression of cultural rules, according to which people enact leadership with respect to their gender based on status beliefs (Ridgeway, 2001). Therefore, women in school leadership in Cyprus are subject to gendered issues in their role.

In contemporary times, women in traditionally male positions have to follow a set of unwritten gendered behavioural rules which are imposed on them in order to be accepted as serious professionals. In their Australian research, which involved 17 female school administrators, Sachs & Blackmore (1998:265) investigated why “You Never Show You Can't Cope: Women in school leadership roles managing their emotions”. Participants disclosed their stories which were infused with pain, disappointment, dissatisfaction, frustration, loneliness, isolation, guilt, constraint and low quality of life due to gender issues. So female participants had to

“balance rationality as demanded by institutional norms and the affective dimension of emotionality which for them was a preferred mode of negotiating social situations.” (Sachs & Blackmore, 1998:268)

According to gendered behavioural rules, women in leadership positions are expected to retain emotional control. While within the school environment they are expected to be consistently compassionate, empathetic, understanding, nurturing their environment, they are also required to avoid the

display of certain emotions like despair, pain or uncertainty (Sachs & Blackmore, 1998). So, female head teachers went to the

“bathroom and cried to get it out of their system and then put on some make-up to face the world again because they felt that their private agony and pain couldn't be seen within the school grounds by their colleagues.” (Ibid:273)

Among others, anger was notably a gendered emotion, because while it was culturally accepted for men, women who expressed anger were labelled with negative terms which evoked their shame (Court, 1995).

Fuller (2008) confirmed the establishment of gender stereotypes which caused discrimination at the workplace. She discussed the existence of an “androgynous” management style which was rich in attitudes perceived as masculinist (Fuller, 2008:3). In a similar sense, Sachs & Blackmore (1998) distinguished between leadership performed with others in the sense of empowerment and control over others, which opened diversity to headship irrespective of gender. The former could be perceived as more “feminist” while the latter as more “masculinist” style.

Researching how female educational leaders are perceived by their staff, Fuller (2010) involved 15 stakeholders in an English secondary school. They were asked to categorize an assortment of attributes which were considered as masculinist (for example decision taking) and feminist (for example nurturing). Findings revealed that irrespective of gender perceptions, female head teachers drew from a full repertoire of attributes and qualities to achieve leadership goals, applying a flexible leadership style shaped by their individuality. So despite gendered attributes, female leaders chose repertoires which agreed with their personality.

In summary, although the Cypriot society has been transforming since joining the EU, gendered issues still exist within the CES. According to

cultural behaviours, stereotypes impose compliance on women in Educational Leadership which influence their emotions. Despite the existence of “female” and “male” attributes in leadership, female leaders shaped their leadership style according to their individuality.

4.6. EMOTIONAL EXPERIENCES OF SCHOOL LEADERS

In this section, I will differentiate between leadership and management in order to be able to follow the development of the Novice in Beetle School. I will also explore Educational and Emotional Leadership, as well as expectations and performance associated with the role. Finally, I will investigate emotional experiences in school leadership because these issues may find application in my research.

First, I will refer to leadership and management in the CES according to what was discussed in Chapter 1. Primarily, the CES demands from novices to operate upon appointment as managers, because they are mainly expected to deal with daily operational issues in the sense of “doing things right” (West-Burnham, 1997:117). Being responsible for everything that happens in their school, they are expected to resolve daily situations, meeting changing community needs, without receiving adequate support from the MoEC. Thus, internal and external transforming environments in Cyprus require novices to act rather as leaders than managers, in order to cope with the demands associated with their role.

As an example, I will refer to critical incidences which may “colour” novices’ lives and test their leadership abilities from their very early days in headship. Those are unexpected and uncontrolled challenging situations defined as “highly charged moments and episodes, that have enormous consequences for personal change and development” (Sikes, Measor & Woods, 1985). Moreover, the whole school community is watching while novices resolve those situations. Due to the centrality of their role, head teachers are

always under the spotlight, remaining ready for the “the unknown, the unexpected and the inevitable” (Maslin-Ostrowski & Ackermann, 1999:217).

While stakeholders scrutinize and assess their new principal, novices’ emotions can easily change from being "a private affair" to become a “public affair”. Besides, according to expectations of the school community, they must be seen by others to be good and do something efficiently (Blackmore, 2004), because “leaders must act like they always know what they are doing” (Beatty & Brew, 2004:341). Knowing that their ability to accomplish tasks inspires people to follow (Bush & Glover, 2005), novices from their early days feel under pressure to perform. Although they lack the experience, novices have to resolve challenges operating under scrutiny which may induce them stress, anxiety and frustration. Nevertheless this may also act as a driving force, fuelling perseverance, diligence and commitment to succeed.

Expectations are an endemic state in leadership, putting novices under the pressure to perform in a dual sense. While they are judged about how they measure up by their external environment, they are also measured by their internal barometer of success. Consequently, they are subject to stakeholders’ and their own expectations.

“Everyone comes to me and expects me to wave a magic wand and make them feel better or resolve any problems or issues they cannot cope with. It is hard to know where to draw the line between being responsive and passing responsibility back to them. Sometimes I just want to scream “what about me?” which is not right. I want to be supportive of staff but I would go under if I did not pass some things back to them.” (Harris, 2007:136)

However stakeholders, government and novices themselves may have a different perception of expectations from the novice’s role, which may put head teachers under multiple kinds of pressure to perform. The first two expect them to resolve all existing problems, diagnose potential ones and act

proactively when their school is “sailing in trouble waters”. Novices are also anticipated to protect emotional safety within their school and therefore buffer their staff from disruption, coming from outside and inside their school. This includes establishing two different frameworks of discipline: a) among pupils, so that teachers can perform their teaching and b) among teachers to ensure they perform their duties without exhibiting opportunistic behaviours. In this sense, head teachers have to balance tensions deriving from micro-politics (Blackmore, 2004). Human nature implies that stakeholders carry their personal trials and tribulations to school, which could be acted out to create challenging circumstances for others (Harris, 2007).

However emotional imbalances may also come from novices themselves (Leithwood, Harris, & Hopkins, 2008). Engaging in a constant emotional interchangeability, emotions circulate within the whole school, as discussed in Chapter 2. Thus, novices’ and schools’ emotionalities are intertwined (Denzin, 1984).

“Without emotion and feeling, the task of leadership would become almost undoable; because the leader's emotional involvement with the life world of the school is crucial.”
(Crawford, 2006:19)

Those findings derived from a narrative study which examined how four primary head teachers in the UK experienced emotions in their daily leadership practices. Having invested heavily in their careers, novices may feel that their personal and professional identities are interlocking, which exposes them to taking things personally (Ackerman & Maslin-Ostrowski 2004). In this sense, novices may even lose their identity because school comes always first (Harris, 2007). Thus, they may end up in prioritizing care for their school over their own, neglecting themselves (Sachs & Blackmore, 1998).

Besides, head teachers may project their own expectations, which originate from their self-expectations, on their teachers. Blackmore (2004)

researched the way leaders felt by analyzing data gathered through interviews and focus groups of female head teachers. They were collected from four different projects in Australia during a time of radical restructuring in public education. Data revealed that female leaders had high expectations of themselves, demonstrating even a propensity towards perfectionism. While perfectionism is defined as “striving for flawlessness accompanied by tendencies for overly critical evaluations of one's behaviour” (Stoeber & Rennart, 2008:2), it is also linked to judgement. It may contribute to increased stress formation in self and others (Ibid), with the result that teachers may not be buffered from disruptions coming from head teachers themselves.

School life is all about balance. Striving for internal balance, novices can cope with their stress, which is endemic in leadership, as discussed in Chapter 3 (Tsiakkios, 2012). Head teachers are also expected to balance macro-politics. While governments expect them to follow all top-down imposed guidelines, the school community expects them to always act in the school's best interest. Therefore, novices find themselves between clashing positive and negative forces, which they have to balance while facing hardship (Sachs & Blackmore, 1998).

Hardship was widely documented in headship. Ackerman & Maslin-Ostrowski (2004) described three endemic states in leadership: vulnerability, isolation and fear. In their research they included 65 school leaders across the US who felt wounded by events associated with their professional role. This was a phenomenological and ethnographic study in which data were gathered through interviewing. Their book “The wounded leader” described the pain school leaders experienced which crashed their whole personal existence, decreasing their self-confidence and value. Head teachers were trapped between inter- and intrapersonal emotionalities. Distinct meaning was allocated to fear, as head teachers faced a range of fears: fear of inviting others over boundaries and losing power; fear of being perceived as weak and criticized; fear of not measuring up to the expectations of others; or fear of becoming a

failure. Their biggest fear was to be dismissed which is something that cannot happen in the CES, because it is an open ended appointment.

“Leadership has its highs and lows, its successes and failures. Principals cry, laugh, dream and become suspicious. There are times when principals do want the fairy godmother to come and save them.” (Loader, 1997:3)

Similarly, Sachs & Blackmore (1998) documented how female head teachers experienced stress, fear and anxiety. They felt they had to handle their fears, insecurities and ambiguities while remaining self-managing and resilient. It was difficult to manage fear, because it is associated with survival (Lupton, 1998), which is the oldest and strongest human emotion. Therefore, leaders were strongly engaged in Emotional Labour, because they feared their emotionality would be perceived in a negative gendered way.

Consequently, fear in leadership was associated with performance, making leaders feel vulnerable while they are supposed to feel “invulnerable”. Novices’ role gives them the notion that they are invulnerable, because they are expected to give the impression of a “super-hero” who is able to resolve all problems associated with their school. Thus, in order to embody it and be accepted as leaders by their environment, novices have to wear “the leader’s mask” which involves Emotional Labour, as discussed in Chapter 3 (Beatty & Brew, 2004). However, “I must have a mask to hide behind” reveals their vulnerability, because they require a facade (Morrison, 2012:1). Since leaders are liable for all consequences deriving from top down imposed actions, their role furnishes them with tremendous responsibilities but not so much authority (Ostrowski & Ackermann, 1999). This urges them to realize the limitations of their real power.

There are several factors which propel novices towards negative emotionality: operating under a constant pressure to perform; balancing disruptions in their school and facing hardship while feeling vulnerable,

isolated and wounded. Hardship in leadership was reported by Beatty (2000:331) in a qualitative study with 5 head teachers in Canada who “broke their silence” by sharing the adversity they encountered in their role. Their traumatic experiences urged them to remain silent, because they caused them anger, anxiety, insecurity, disappointment, frustration, despair and sadness.

Although negative emotions may urge people towards survival and adoption of coping mechanisms, as I discussed in Chapter 2, they may also induce the opposite effect. This could be the case if their intensity is too overwhelming, the situation evokes past traumas, and negativity persists after conditions which induced it were removed (Greenberg, 2004). By failing to control negativity, novices risk the manifestation of negativity among stakeholders’ moods and emotions (Barsade, 2002). This could lead to alienation among stakeholders and the destruction of the school’s spirit (Beatty & Brew, 2004), like in the case of Mountain City School. Besides, negativity narrows people's thought-action range and contributes to the manifestation of anxiety and depression (Diener & Larsen, 1993). Should head teachers fail to handle such conflicting and critical situations, they risk being perceived as under-performing which is an indication of poor leadership practices (Blackmore, 2004). However, if they succeed in transforming their school’s negativity into optimism and joy, they are perceived by their environment as performing (Loader, 1997). Consequently, their ambition to perform could urge them to become aware, regulate their emotions, as discussed in Chapter 3 (Gross, 1998), and control negative emotionality in their school (Frijda, 1986).

Furthermore, they are propelled to increase their awareness, engage in reflection, seek support and foster their resilience, as discussed in Chapter 3 (Farmer, 2010). While reflection aids novices to make sense of their wounding, it also aids them to make sense of their socialization, navigating them towards personal and professional maturing (Southworth, 2004). Taking decisions while facing dilemmas, tests novices’ authority and values (Crow, 2006).

Dilemmas also propel the development of emotional reflexivity. This involves understanding emotion as a motivating factor to establish a relation between cause and effect. In his research, Zembylas (2010:3) used the same term to indicate how a principal in Cyprus transformed his elementary school into a multi-ethnic community. He cultivated critical emotional reflexivity and introduced changes, so that justice was at the centre of his school leadership. Using emotional reflexivity, he processed feedback from staff's reactions to his actions, gaining awareness, as "good leaders read other people's emotions" (Blackmore, 2004:445).

Associated with reflection is the "S.T.O.P. tool" (Gallway, 2000 as cited by Tschannen-Moran, 2014:68) which stands for Step Back, Think, Organize Thoughts, Proceed. It implies that educational leaders should constraint themselves from acting impulsively and instead, assess and reflect on the situation prior to acting.

To achieve a healthy emotional growth, I would recommend following Beatty's (2000) suggestions. In order to protect themselves from emotional hurt, novices should first manage their emotions by entrusting and sharing them with others. Secondly, in order to reduce their emotions of insecurity and anxiety, which emerge from their lack of power to control people, they should develop collaborative and distributed leadership practices. "Breaking the silence" (Ibd:331), adopting openness and embracing a people centred approach, head teachers would develop collaborative practices in order to sustain their motivation, confidence and successful leadership.

Wounding recovery is facilitated by increasing novices' resilience which eases coping with stress and burnout during transition (Mansfield, Beltman, Price & McConney, 2012). Building supportive communities can assist them in developing their resilience using holistic strategies, as discussed in Chapter 3 (Farmer, 2010). This approach fosters "mutually empathic and responsive relationships" (Le Cornu, 2009:718), while resilience nurtures novices through hardship sustaining their passion to thrive.

Investigating 10 highly rated head teachers, ranging from nursery to secondary schools in disadvantaged UK areas, Day (2004) concluded that passion sustained their success. Despite recurrent failures, head teachers did not lose their enthusiasm because passion, which is a powerful emotion, motivated them by fuelling their energy, willpower, purposefulness and commitment. Their continuous motivation was nurtured by their moral purpose. This enabled them to operate through a system of core values, flexibility in thinking, persistency, resilience, optimism, open-mindedness and readiness to learn from others. In resonance, Sugrue (2005:167) argued, using life stories with head teachers from Denmark, Norway, England and Ireland, that

“the beliefs, values and commitments that shape and give substance to the passions of principals are the primary forces that are always present regardless of the nature of the immediate task.” (Sugrue, 2005:167)

Similarly, Angelidou (2010:113) concluded how successful Cypriot head teachers “articulated a strongly held set of educational and personal values that informed their leadership approaches”. Many of the participants came primarily from agricultural families where honesty and high values were part of their upbringing and life.

By adopting this approach and taking charge of their own energy, while making sense of their environment, novices can foster team work (Day, 2001). By infusing their actions with care for others, emotional sensitivity and transparency, they reveal to stakeholders how their intentions are to “do the right thing” for the school community (Day & Leithwood, 2007). Even the word “caring” reveals honest dedication to the welfare of others (Coombe, 1999). Nurturing and caring raise the personal integrity of stakeholders, making them feel respected and appreciated (Day & Leithwood, 2007).

By sharing not only their values but also their emotional states, novices demonstrate vulnerability. This reveals their true personality which forms an emotional connection with stakeholders. It increases teachers' motivation, self-efficacy, sense of ownership and responsibility towards their school community (Evans, 1999), inspiring them to become committed to its vision and goals (George, 2000). Therefore, by engaging in emotional leadership, novices "win hearts and minds" and gain "allies". It also makes novices feel confident to adopt shared leadership practices, because their own urge to control others is comforted (Beatty, 2000). Since controlling is connected to stress, the distribution of tasks makes them become less distressed (Averill, 1973).

Therefore, emotional leadership finds high application within Educational Leadership. In contrast to other organizations, emotions lie at the core mission in schools, as they are an intrinsic part of learning. Head teachers are expected to lead by example (Bush & Glover, 2005) because education aims to promote values and beliefs, defining ethical ways of living with others (Boler, 1999). School leaders are entrusted with the shaping of hearts and minds of young people (Crawford, 2006) whose emotional integrity needs to be honoured (Day & Leithwood, 2007). Stakeholders need to feel emotionally safe in supportive and trusting environments, so that they feel motivated and confident to perform their professional practices. Thus, leaders' practices should not be about themselves but about those they serve. Emotional leadership cultivates positive environments, in an effective and well-functioning school, in order to bring the best out in all stakeholders (Kimbrough & Burkett, 1990).

The integration of emotions in leadership lies at the core of successful leadership practices which derived from small and large scale study results (Day & Leithwood, 2007). According to Beatty (2007), leading with people in mind motivated leaders to make a difference to the life of their school community. Head teachers sustained success by infusing their life with passion. Their professional practices were nurtured by their value-led leadership and

enthusiasm which were conveyed through humour, empathy, encouragement and a warm personality (Day, 2001). They had a passion for achievement and commitment which led to better school results. They had a passion for care and trust which created a warm and pleasant working environment. Their passion for collaboration and inclusivity unified their school. Therefore, the 10 educational leaders who were “emboldened by their passion” managed through the adoption of coping strategies to acquire experiences, qualities and skills, maintaining successfully their commitment to their school (Day, 2004:435). Finally I would argue, based on my experience as an educator in the CES, that most topics discussed in this section find resonance with my own experiences and beliefs.

In the last Chapter of my Literature Review, I discussed emotions within the school context and how their centrality in education plays a significant role. While upon appointment in the CES, where gendered issues exist, novices are mainly expected to operate rather as managers, the demands from their role urge them to develop leadership skills in order to survive successfully. Developing a framework for my research, I laid the theoretical background to follow the socialization and adaptation process of the Novice. I also determined criteria to follow the trust building process and establish trustworthiness because “trustworthy leadership is at the heart of productive schools” (Tschannen-Moran, 2014:14). During transition, novices face many challenges: they are overwhelmed by responsibilities, unpredictability, volume and diversity of tasks, loneliness and isolation. The situation may induce them stress, frustration, anxiety and other negative emotions. Those may stimulate fear, vulnerability and wounding which are endemic states in leadership. Applying emotional leadership can assist in facing multiple challenges. Emotional Understanding, openness, flexibility and reflection may support leaders in reshaping school culture, so that they can realize their school’s vision. Finally, sustaining their passion to lead propels novices to endure hardship and adapt successfully to their new role. In the next chapter, I will explain the methodology I adopted to pursue my research.

CHAPTER 5

RESEARCH DESIGN

5.1. INTRODUCTION

Following my critical engagement with theoretical perspectives, I endeavoured to identify the most suitable methodology to answer my research questions. Having been educated in the positivist paradigm, I struggled at times to engage with naturalistic approaches. However, the practical development of my study led me to focus on only one leader's emotional experiences. Taking also related parameters into account, I decided to proceed with a case study, adopting research instruments which belonged to both qualitative and quantitative research methods.

In this chapter, I intend to offer the reader an account of the process I used to research my subject. I will guide the reader through the methods I used in order to gather and analyze my data with reference to my methodology. In the first part, I will discuss theoretical perspectives including research paradigms and case study methodology, paying attention to issues of trustworthiness and ethical considerations. In the second part, I will consider practical perspectives and explain how I selected my school sample. Then, I will explain my pilot project, different phases of my research and the rationale behind my choice of research tools. Subsequently, I will position myself as a researcher, describe my role and include reflections on my data collection experiences. In the third part, I will show analytical perspectives explaining how I analyzed and interpreted my data. Finally, I will clarify how I segmented my analysis into three sections to answer my research questions.

5.2. RESEARCH QUESTIONS

Before proceeding with the content of this chapter, I would like to

remind the reader of my research questions. They were informed by the following factors: a) the influence of my personal reflections, b) the review of existing literature and c) the context of my study. My research focus went through several changes, until I finally realized that the key research participant was a newly appointed head teacher in the throes of adaptation to her new situation. Therefore, the emotions I included reflected experiences during the first two years in headship. Hence my research questions were formed as follows:

- 1) What are the key emotions involved in the early stages of school leadership in Cyprus?
- 2) How do newly appointed Cypriot principals cope with their emotions during the first two years in their role?
- 3) What factors influence the development of effective interpersonal relationship between school leader and teachers during this period?

5.3. ADOPTING A PARADIGM

In order to design my research, I needed to adopt a paradigm which would guide my work as a researcher throughout the inquiry and analysis. According to Lincoln & Guba (1985), the adoption of a paradigm maximizes knowledge and understanding of the research subject. Before discussing my chosen paradigm, I would like to clarify this term.

Patton (2002) defined paradigm to be a theoretical framework, a way of presenting the real world by describing what is important, legitimate and reasonable. Thereby the researcher embraces a belief system and deeper reflections based on ontological and epistemological assumptions (Lincoln & Guba, 1985). This serves first, to understand how the world is organized and second, to indicate how research will be conducted (Moss, 2007).

The two main paradigms are opposing each other, because they represent different fundamental belief systems (Lincoln & Guba, 1985), the positivist (scientific) and the naturalistic (interpretive). They both belong to contrasting ontological (relating to the knowledge of reality) and epistemological (relating to the nature of study) phenomena (Ibid). Translated from the Greek language, ontology is defined as the “theory of being”, while epistemology “the theory of science.” The goal of the first is to question whether reality exists only in one's mind (Blaikie, 1993), while the second questions the sources and limits knowledge (Easterby-Smith, Thorpe & Jackson, 2012).

On the one hand, the positivist paradigm (relating to quantitative research) considers social realities to be separate from those involved in their construction. It adopts an objectivist philosophy, claiming that truth exists intrinsically in the object, detached from people, waiting to be discovered. Thus inquiry remains value, time and context-free. It is free of biases, because it attains an emotional detachment from the object of study. A hypothesis is defended empirically leading to statistical information (Bryman, 2003).

On the other hand, the naturalistic paradigm (relating to qualitative research) considers social realities to be inseparable from those involved in their construction. It adopts a constructivist philosophy, claiming that there is no single truth. Being attached to each person, it is individually constructed and therefore it varies between different people (Bryman, 2003). Despite opposition between the two paradigms, research tools can be combined in mixed method research (Day, Sammons & Gu, 2008).

However, the naturalistic approach is the most suitable to capture the richness of emotional experiences (Lazarus, 1999). In this sense, my explorations led me to study related theories of German philosopher Wilhelm Dilthey, who argued that in order to study lived experiences of an individual, which is the case in my study, one needs to apply *Verstehen*. Translated from the German it means “Insight”, or simply expressed, empathetic understanding.

Insight relates to humanities and proceeds with transposition, which implies a shift in the position one comes from when meeting another. This is not merely feeling what the other person feels, because this would be empathy. Instead, it implies understanding the meaning of action from the actor's point of view, so that the actor is rather the subject than the object of observation (Harrington, 2001). Alternatively stated, it is attempting to grasp lived experiences of the other person from the first person's point of view.

According to my positioning in Chapter 2, my study is based on social constructivism and interpretivism. The first shows how people construct their understanding through their own experiences and reflections (Lincoln & Guba, 1985). The second describes how social phenomena are understood through the process of interpretation (Ibid). Understanding implies firstly, being open to new experiences and secondly, listening to others in order to develop a common meaning (Gadamer, 1989). Thus, understanding is not restricted to a single person but to what people generate together in a form of relatedness, which is influenced by personal knowledge and relation to the world (Gergen, 1988). Therefore, knowledge is understood and interpreted only in relation to time, value and social context, being inevitably influenced by the researcher's personal values (Verma & Mallick, 1999).

“The world researched is affected by the research itself, our knowledge is a construction reflecting the world, not as independent of our deliberations but as something constructed by them.” (Pring, 2004:44)

Lincoln & Guba (1985:37) argued that the same phenomenon can be regarded from “multiple perspectives” which is a concept I adopted during my interpretation. This led to two perspectives: 1) data from the head teacher's interviews which revealed how the Novice, Penny, in my study experienced situations emotionally and 2) data from teacher questionnaires and interviews which revealed how teachers perceived her in those situations. Aiming at a more individual approach, I adopted the concept of multiple “constructed

realities” (Tashakkori & Teddlie, 1998:10). While data from teacher questionnaires revealed a collective picture of how teachers viewed their Novice, data from teacher interviews revealed their own individual experiences. I first explored the head teacher's picture about how she viewed herself (head teacher's interviews), then how teachers perceived her collectively (teacher questionnaires), and finally how individual teachers viewed her (teacher interviews). Thus, I established convergence among multiple sources of information across participants (teachers and head teacher) and research tools (questionnaires, interviews and observation). Therefore, triangulation of multi-perspectives furnished my study with validity (Denzin & Lincoln, 1994). Triangulation is a technique which combines multiple theories, methods and data sources (Ibid).

I examined how the head teacher experienced herself over time by following her development in the role. I sought to produce a rich portrayal of her emotional experiences which consisted of her narrative, teachers’ views and my interpretations. My findings, which are the result of my individual interaction with the participants, are “time- and context-bound” (Tashakkorri & Teddlie, 1986:5) and cannot be detached from myself. Besides, I attempted to enter the social world of each participant in order to understand how they constructed their reality. Yet, I am fully aware that another researcher could have made sense of situations in a different way to me (Lincoln & Guba, 1985).

In summary, I would like to highlight the main points. I chose the naturalistic paradigm, because emotional experiences are individually based and inseparable from those involved in their construction. In order to explore the phenomena, I had to follow them by applying multiple perspectives using triangulation in their exploration and interpretation.

5.4. QUALITATIVE METHODOLOGY

Having chosen the naturalistic paradigm, in this section I will discuss my methodological approach. Since my research questions were about human concerns and perceptions, I inclined towards qualitative methodology for two reasons: first, it supports gathering data through direct contact, and second it takes into consideration participants' reactions, behaviours and emotions (Burgess, 1985). Qualitative research is considered as the most suitable method to capture the richness of emotional experiences (Lazarus, 1999; Creswell, 2009). It enabled me to gain thorough and in-depth understanding of the phenomenon (Lazarus, 1999) and explore the perception of each participant's reality, discovering how they made sense of their world (Merriam, 2009).

My approach is subjective, because as a researcher and educator in the CES I brought to this research my own experiences, values, beliefs and knowledge (Atkinson & Hammersley, 1994). Identifying with the head teacher's frustration, anger, bitterness, despair and diligence, I attempted to regard situations from the Novice's point of view which evoked similar feelings in me. Inevitably, my analysis was influenced first by my personal experiences, second by my strong empathy for her, and third by transposition. Researchers and participants form a close personal relationship, because qualitative research tools motivate participants to share their stories (Creswell, 2009).

Her stories induced self-reflection about my stories. For example, I felt relief realising how her loneliness and helplessness reflected the way I sometimes felt in my role. Consequently, I could not possibly stay objective during my study. Thus, my interpretations about her emotional experiences were intertwined with mine. In resonance, Kvale & Brinkmann (2009) described how interviewing initiates self-realizations in both parties. Since both, the interviewer and the interviewee, listen to each other and their own voice, they both engage in reflective processes.

Listening is a strong element in qualitative research. This is not only literally practiced during interviewing but also metaphorically during the development of research. In this sense, listening to data is understood as a continuous adaptation of the research process according to the results of ongoing analysis. Silverman (2000) identified how qualitative research offers the opportunity to modify the focus of a study as required which was the case in my study. While in the early stages I intended to explore emotional experiences of 3 head teachers, after piloting I concentrated only on one female novice, adding more research tools and phases, including feedback. So, while listening to my data was an ongoing process, at the same time my intention was to give something back during my research, so that the main participant also benefited from my study (Day & Harris, 2016).

The flexibility offered by qualitative research allowed me to adjust my research tools and design my research in such a way, so that I gain insight into the investigated phenomenon (Gall, Borg & Gall, 1996). The interactive process, by which the researcher combines a range of multi-disciplinary approaches, is described as “bricolage” (Warne & McAndrew, 2009). This allows for diverse theoretical and philosophical understandings and divergent methods of inquiry to be combined (Kincheloe, 2001).

In resonance with Gall et al. (1996), I was troubled by the sample size for the teachers’ interviews. Since no rules exist, each researcher decides whether a large number of participants seeking breadth, or a smaller number seeking depth, is more suitable. However, qualitative research is often conducted with a small sample compared to quantitative research (Huberman & Miles, 2002). I undertook three interviews with the head teacher, one interview each year and a final one for feedback. Since my intention was to triangulate the data I received from teacher questionnaires, I introduced only a limited number of teacher interviews, consisting of 4 teachers.

As a result, the data gathered from closed teacher questionnaires, which involved a larger number of them, enabled me to form a collective impression

of how they viewed their head teacher. As a researcher, I had the responsibility to consider all available research tools before choosing the most appropriate ones, which would answer my research questions (Denzin & Lincoln, 1994). Despite the fact that questionnaires are a quantitative research tool, their inclusion in my research did not affect my choice of qualitative paradigm for several reasons: Firstly, they served triangulation purposes; Secondly, the absence of any intention to establish a cause and effect relationship (Lazarus, 1999) confirmed that there was no connection to quantitative methodology; Thirdly, creative approaches to data collection enriched the research of emotions, because they added clarity to the way participants related to their professional thinking and practice (Day & Harris, 2016).

Summarizing, my research questions urged me to use qualitative methodology. Since my interpretations are intertwined with my role as a researcher and educator in the CES, I cannot possibly remain objective during my study. Thus, my research is classified under qualitative methodology and subject to my own interpretations.

5.5. MY POSITIONING AND ROLE AS A RESEARCHER

In this section, I will explain my methodological approach to answer my research questions and justify how I regard my role as a Constructivist, relating to my positioning in Chapter 1 and 2.

My experiences in the CES inspired me to seek answers in relation to emotional experiences of novices and what influenced their interpersonal relationships during transition. Since all my questions related to their interaction with their environment, I considered emotions as social constructs which are subject to the individual's interpretations. Therefore, I attempted to capture how participants constructed their reality. Since emotions are created through social interaction, many researchers who studied emotions in education adopted a constructivist approach (Zembylas, 2005a; 2007).

Beyond the exploration of emotions, I also investigated how the Novice transformed from a manager to a leader experiencing personal growth in post. In order to shed light into the participants' thoughts and emotional realm, which were internal experiences, I had to rely on their behaviour, descriptions and use of my interpretation of situations. Therefore my research is strongly bound to my interpretations. All those factors point towards the adoption of a constructivist approach to answer my research questions (Averill, 1980).

Since I was lacking previous experience in social research, I was forced to acquire knowledge and skills in the field. My role as a researcher was defined as a double sided coin for two reasons: 1) On the one hand, I was an insider because, being an educator in the CES, I had my own professional experience which influenced my interpretations. On the other hand, I was an outsider, because I was not a member of the selected school. 2) While I tried to make myself "invisible" during observation in order to avoid disruption, during interviewing I was actively engaged in establishing a personal contact in a neutral, yet engaged manner with the participants (Robson, 2002).

Consequently my analysis was influenced by many factors:

1) By my lens as a researcher

During interviews, participants communicated their emotions and attitudes through their whole body, voice, gestures, facial expressions, behaviour, mannerism and verbal expressions. Face to face interviewing and observation enabled me to read nonverbal messages and establish a connection with the setting. Therefore, I could attune into the nuances colouring my interaction while concentrating on the relationship of the participants with their environment.

"To define emotions as emotion words or concepts [...] is to lose the feeling side of the phenomenon and reduce emotion to a kind of meaning." (Leavitt, 1996:522)

Thus, I perceived my communication with the participants in a holistic sense. According to what was discussed in Chapter 2 about Emotional Contagion, emotions and thoughts circulate among people (Schoenewolf, 1990), connecting them through empathizing and mentalizing (Gallese & Goldman, 1998). “The participants’ and researchers’ emotions are involved in upsetting, uplifting, and unexpected ways” (DeMarrais & Tisdale, 2002:116). Consequently, researchers cannot fully capture the human behaviour unless they apply empathy and sympathetic introspection. One has to try to put oneself in the other person’s shoes to recognize what others think, how they feel and what urges them to behave in a certain way (Patton, 2002). Thus, my interpretations embraced the way I felt, in relation to the environment and how I “captured” the situation.

2) By my lens as a researcher in the CES

Being part of the same educational system, I knew the framework in which the Novice worked. Since I had in some cases similar experiences, this facilitated my understanding of situations the Novice described. Although she labelled her emotions only in a few occasions, her vivid descriptions about challenges and situations embraced a non verbal dimension to her communication, which combined with my insider view, shed light into her emotions (Sieben & Wettergren, 2010). As there are no clear boundaries between reality and its descriptions (Ibid), I considered how she viewed herself in situations and how I viewed her in them, knowing the framework. In this sense, emotions are not a “simple readout” of an internal state, but a communicative experience (Zembylas, 2007:61). During the analysis of my data, I tried to understand where the Novice came from, the way she thought, acted and felt. Otherwise, qualitative researcher cannot fully understand human behaviour (Patton, 2002).

3) By my personal attitude towards the Novice

Getting to know her through interviewing, transcribing and analyzing, I appreciated her personality, not only on the professional but also on the personal level. I was impressed by her qualities and at time it was difficult to stand back from the data. I considered her to be a very intelligent, resilient,

courageous, goal oriented, hardworking, conscientious, committed and diligent leader with a direct and pleasant personality. I admired her qualities, her perseverance and her internal strength to endure adversity in order to achieve her vision. So, I felt drawn to her nature. I appreciated, respected and valued her integrity. During interviewing, I experienced what a good orator she was, how she loved talking, how good she was at speaking her mind, persuading people and winning an argument. Although this is an important quality for leaders, I felt that at times this could have drawn her away from listening to people or situations. Conclusively, I have learnt a lot from working with her. I wished I were part of her crew, because I considered her in many aspects as an example to follow. My attitude was reflected in my interpretations and comments during the analysis.

In summary, I acknowledge my subjectivity because my research is strongly bounded to my interpretations. My positionality is expressed through a holistic and constructivist approach. My role as a researcher has a distinct meaning, because my interpretations are part of the findings. Since my research is time and context bound, I attempted to understand how participants constructed their own world.

5.6. CASE STUDY METHODOLOGY

In this section, I will discuss why I chose case study methodology. Case study research is considered to have a distinct role in methodology. I chose case study methodology for a series of reasons.

The framework of my study corresponds to case study methodology as defined by Yin (2009). He argued that case studies revealed multiple factors which compose the entity to be studied in a unique way. Firstly, I examined emotions experienced by a particular novice in a particular environment which gives a unique character to my research. Secondly, my study is subjective and observer biased, aiming to achieve an in-depth contextual exploration and

interpretation of social phenomena. It is common for case studies to be classified under qualitative research (Nisbet & Watts, 1984). Thirdly, Patton (2002) argued that qualitative case studies are examined in their environment which contributes to the comprehension of how different parts interweave to make a whole, allowing for various instruments to be used. In this sense, emotional experiences were examined within their environment, because they are embedded as complex social phenomena in the context of study (Day & Harris, 2016). Besides, my adoption of mixed research tools enriched the holistic picture while it enabled me to analyze interconnected factors.

My research is an ethnographic case study, because it satisfies the criteria detailed by Hammersley (1990) for the following reasons:

- a) It focused on a small scale setting, a single school, and studied head teacher's behaviour within its contextual condition. Thus, my research took part in people's real life.
- b) Data were collected mainly through interviewing and observation, which are tools commonly used in Ethnography. They were combined with my personal experiences of what I saw, heard, experienced and thought within the setting for the purpose of interpreting the culture which forged leadership practices (Schein, 1985).
- c) By adding quantitative tools like questionnaires, I was able to give a valuable scope for triangulation (Robson, 2002).
- d) Finally, since I focused only on one school, it is a small case study.

Having discussed the theoretical background, I would like to identify my interpretation and application of my case study methodology. Urged by my interest to investigate emotional experiences of novices in the CES, I focused on examining how the Novice survived in her new environment. So, my research had a distinctive character, because it focused on emotional experiences and coping of a particular head teacher. They were induced as a result of challenging situations within a particular context. I am aware that other novices, encountering similar challenges, could go through either similar

or different emotional experiences depending on how they respond to their environment. In any case, my findings may contribute to survival and growth of other novices within their professional journey.

My research took place at Beetle School, a Gymnasium in Hill City with 40 full time and 25 part time teachers, a newly appointed head teacher and 500 pupils over a period of two years 2013-2015. Part time teachers visit the school from a few teaching periods up to two days a week while they teach at other secondary schools. Teachers are considered full time when they teach at a school for at least 3 days a week. Being considered to be a big school for Cypriot standards and having pupils from different socio-economic backgrounds, Beetle School was regarded as challenging. The premises were situated in a newly built middle class area in the north east quarter of Hill City. The socio-economic background was mixed.

Approximately half of pupils originated from neighbouring areas, inhabited by middle class families. The other half originated from lower social classes, coming from nearby refugee settlements and surrounding villages. The two groups of pupils had a history of rivalry between them which caused conflicts. Due to restricted public transport facilities, children from rural areas are generally disadvantaged over others. This limits their possibilities for participating in after school extra-curricular activities. Besides, the building's architecture was tricky because it allowed pupils to hide in many places, non-pupils could enter the school remaining unnoticed and harassing pupils. Therefore, playground supervision was very difficult.

The head teacher was a newly appointed, single, middle aged, career oriented, female, language teacher. She had 24 years in-service experience in Cypriot Lyceums including administrative positions and postgraduate studies in Educational Leadership. She originated from an agricultural family from the north of Cyprus. At the age of 11 she fled with her mother and sister during the Turkish invasion, losing her father in the war of 1974. Being the oldest child and her mother having been a housewife, she had hard times surviving and studying. Her first headship appointment was in Beetle School. This involved a

transfer from Lake City to Hill City. She moved to Hill City after her first year in post.

Summarizing, my research is a small scale case study which included tools from quantitative and qualitative research methodology. Although I focused on a particular context, other novices may find resonance in my findings, because they may encounter similar situations and share similar emotional experiences during their transition. Besides, they may benefit from the explored coping strategies and the development of interpersonal relationships investigated in this study. As my research is observer biased, in the next section I will discuss trustworthiness in qualitative research.

5.7. ESTABLISHING TRUSTWORTHINESS

In this section, I will discuss how I established trustworthiness for my study. Although establishing trustworthiness applies to any kind of research, the criteria vary according to the chosen research paradigm (Lincoln & Guba, 1985). Moreover in the naturalistic paradigm, qualitative research is evaluated according to its trustworthiness. Due to the fact that my study is subjective, time- and context bound, I needed to persuade the reader that it is trustworthy. Qualitative research uses criteria such as credibility, transferability, dependability, conformability and validity to establish trustworthiness (Ibid). I will examine each factor separately:

a) Credibility demonstrates that the data collection and process fulfils the purpose of the study (Lincoln & Guba, 1985). This was established through the presentation of questions prior to conducting interviews and script approval with the Novice, her feedback in relation to teacher questionnaire results and triangulation. Credibility is actually concerned with how findings match reality (Merriam, 2009). This was a significant issue in my case, because I was the only instrument of inquiry and my interpretations were part of my findings. In order to establish credibility, I acknowledge my subjectivity. Being the primary selector, I was required to perform multiple tasks. I had to recognize, sort,

identify, cope with multiple realities and accept that meaning shapes human behaviour. I had to recognize the role of an instrument that acts in sympathy with the emotional, irrational and spiritual image of respondents.

In this sense it is impossible for me to remain neutral and objective (Lincoln & Guba, 1985). My study was designed in such a way that data would be investigated through the use of “multiple perspectives” and data triangulation. Triangulation involves the checking of consistency of findings created by different data collection methods. In this sense, I used teacher questionnaires and teacher interviews in order to form a general image of how they viewed the Novice. I also received feedback from the Novice about their views about her. Therefore, my findings reflected the perspectives of both, the Novice and her teachers.

b) Transferability relates to the extent that my findings may find application in other situations. My research applies to a specific context, so the degree of transferability depends on similarities within those parameters and the nature of the specific research context (Lincoln & Guba, 1985). Besides, I included a rich and detailed description of my context, so that readers can draw their own interpretations and conclusions. This would enable them to decide for themselves on the degree of transferability (Ibid). Therefore, my results can find application in similar circumstances.

c) Dependability relates to the consistency of findings which determines that complete records were kept during all research phases (Lincoln & Guba, 1985). I established dependability by safeguarding all records.

d) Conformability refers to the neutrality of inquiry (Lincoln & Guba, 1985). Being the only researcher and focusing only on one object, I cannot establish objectivity, as this is impossible in my context of study. However, I would like to declare that I have acted in good faith (Bryman, 2003) and established the best possible relationship between my claims, actual raw data and interpretation. Obviously, the nature of my study brought me into close contact

with the head teacher and study situation. Qualitative methodologists define “empathic neutrality” which questions the necessity and usefulness of distance and detachment (Patton, 2002:49). To my understanding, this is learning by applying empathy which establishes affective connection and cognitive understanding.

So, while on the one hand qualitative researchers are expected to become involved in situations and use their empathy to capture the associated meaning, on the other hand they are expected to keep a distance which may reduce their understanding of the context. I would argue that neutrality is required to remain detached so that one becomes aware of biases, originating from individual perspectives and manipulations in different situations. This is achieved by practicing reflection in order to report biases and errors, by acknowledging external reviews, and by using systematic collection and triangulation. For this purpose, I engaged regularly in reflection about how the Novice felt, because in some cases I had similar experiences with her. This urged me to discuss those issues with a critical friend and my supervisor. Additionally, it helped me process my own feelings and keep a neutral eye on my research.

e) Validity refers to result accuracy which relates to subjectivity (Robson, 2002). However in my case, I had to connect emotionally with participants (Lincoln & Guba, 1985), so I acknowledge my subjectivity.

In summary, since my study is subjective, time-and context bound, I had to establish trustworthiness. For this purpose I acknowledged my subjectivity. I applied “empathic neutrality” which enabled me to remain neutral, despite feeling empathy, which was required in order to interpret my findings. Since my research design included “multiple perspectives” and data triangulation, results were compared to increase the validity of my study.

5.8. ETHICS

In this section, I will discuss ethical issues. Due to the nature of my study they were very important for many reasons: Firstly, my subject revolved around emotional experiences which are personal and private affairs. Secondly, teachers were asked to comment on their superior. Thirdly, since only one school was involved, knowing the school meant tracing back the identity of the Novice. Awareness of all aforementioned issues urged me to pay particular attention throughout all my actions in order to safeguard confidentiality and anonymity of all participants. So, I acknowledged my ethical and moral duty to carry out my study with integrity and professionalism. I also safeguarded participants' rights and protected not only them but also their interpersonal relationships from physical, emotional or any other harm (Denzin, 1997).

For this purpose, I adopted several procedures:

1) Securing permission for research

Prior to field work, all field material was approved by the Ethics Committee of the School of Education at the University of Nottingham.

2) Ensuring voluntary participation (Silverman, 2000)

For this purpose I took following steps:

- a) I developed an information letter in which I gave potential participants an accurate and realistic account of what would be involved if they participated in my study (Appendices B.1., B.2. and C.1.).
- b) Prior to interviewing, I repeated orally the content of the information letter, reminding participants of their right to interrupt the interview at any time.
- c) The head teacher received the questions in advance. This was not the case with teachers, because I was only given permission to interview them the penultimate day of the school year.

3) Safeguarding anonymity and confidentiality

Anonymity, confidentiality and privacy are important areas within ethics in Social Research. Therefore I took the following steps:

- a) In the information letter, I committed myself to safeguard anonymity and privacy rights.
- b) All participants' names, locations and the identity of the school were kept confidential. They were substituted with pseudonyms according to BERA guidelines.
- d) All recorded interviews were kept on a USB stick which was locked in a safe place in the drawer of my office, in my apartment. I am the only person having keys.
- e) Teacher questionnaires were anonymous and were returned to a sealed box located in the school secretary's office. They were thrown into the box through a slit on the top. I was the only one who opened the sealed box.

4) Protecting participants from any harm

I made extra efforts to handle emotional issues with care. Therefore:

- a) I asked the Novice to proof read all the transcripts of her interviews, because I intended to ensure she felt comfortable with everything she said.
- b) After producing the first draft of my Analysis chapter, I obtained her feedback in order to receive her opinion. During our meeting, I also discussed conclusions which derived from first year teacher questionnaires. From her reactions, I got the impression that she was surprised to see the positive feedback of her teachers about her leadership practices. Obviously, she hadn't been expecting this. It is possible that this triggered her reflection. She told me afterwards that she decided to give out her own questionnaires to her teachers, in order to collect information about things she wanted to clarify. I did not follow either details or development of this action, because it was not relevant to my study.
- c) I kept updating the Novice about the progress of my research throughout my study.
- d) After analysing my findings, I suggested to introduce a third interview in order to receive her feedback which would become part of the data.

5) Handling concerns from a particular teacher

At the middle of a teacher interview, one female teacher expressed the

desire that its content should not be shared with the head teacher. So, she did not want the Novice to find out about what she said. Although I asked her repeatedly if she wanted to interrupt the interview, she insisted to continue. She simply did not want the content of her interview to be linked to her identity. Therefore, when I discussed my research analysis with the head teacher, I omitted the content of this teacher's interview.

In summary, by avoiding the handling of participants as “research objects”, I respected their human nature and regarded them rather as co-constructors of the findings (Day & Harris, 2016). I ensured their participation was voluntary, safeguarded their anonymity and confidentiality, while I protected them from any harm.

5.9. SELECTION AND PILOTING

In this section, I will describe how I selected my participants. Initially I had difficulties finding participants because emotions in headship are marginalized in Cyprus. After I was granted research permission from the MoEC, I approached head teachers in order to find participants. I visited 3 neighbouring schools and presented my work. While making appointments, head teachers demonstrated interest to hear my presentation. However, when they viewed my questionnaires and interview questions, they became defensive and distanced. Regardless of my clarifications, they argued that emotions were a private affair which was not to be shared with others. They were very unhappy to hear that I intended to ask their teachers directly to comment on how they viewed them. Two head teachers became aggressive and angry that the MoEC had granted me permission to perform “such a research”. They told me straight into my face that it was obvious how I was sent to spy on them. I could sense that all three felt intimidated by my subject and were quite happy when I left.

The matter troubled me, so I asked other colleagues to see whether they had similar experiences finding participants to perform research in their Master's studies. A colleague told me of a Gymnasium which had the reputation of participating at many research projects, because the head teacher supported educational research. I decided to approach her. After presenting my research, she agreed to participate. She even found my subject particularly interesting, because her leadership practices would be at the centre of my study and looked forward to find out how others viewed her.

Although I visited her end of October 2012 to make arrangements for my field work, it became March 2013 until the first interview took place. She had been very busy. During our first interview, I gave her the teacher questionnaires which I collected 2 weeks later. After the discussion of my collected data in July 2013, my supervisor suggested to use them as piloting and amend my methodology. The reasons were the following: a) It was the transition period of the Novice which involved a particular kind of emotions; b) This case was complex, so I needed to concentrate on it; c) I was required to apply in depth analysis.

Therefore, I amended my research from qualitative research to an ethnographic case study. For this purpose, I dropped intentions of involving other head teachers to study their emotional experiences. Instead, I considered my collected data to be part of my piloting so that they presented the first phase of my research. Conducting a pilot study is a key part of any research process, because it serves to identify areas which require adjustments. So, my first interview with the head teacher and the first year teacher questionnaires, became my piloting. They represented at the same time the first phase of my research.

Summarizing, my difficulties in finding participants for my study urged me to change my research design into an ethnographic case study, considering my piloting to be the first phase of my research.

5.10. RESEARCH PHASES

In this section, I would like to illustrate how my field work was organised. I divided it into three chronological phases, which stretched over a period of two years. The participants and research tools were determined through ongoing analysis.

PHASES	ACTIVITY	TIMETABLE
1	a) Pilot: Questionnaires to teachers (PIQ)	Mar-13
	b) Pilot: Semi-structured 90 min Interview with head teacher	Mar-13
	c) Approval of head to participate in case study	Aug-13
2	a) Observation of the head teacher for three days	Feb-14
	b) Questionnaires to teachers (PIQ)	Mar-14
	c) Second 90 min Interview with head teacher	May-14
	d) Semi-structured Interviews with 4 teachers	Jun-14
	e) Discussion with head about first draft of my Analysis Chapter	Aug-14
3	a) Update of head teacher	Jul-15
	b) Third Interview with head teacher (feedback)	Aug-15

Table 5.1 Research Phases

Phase 1 (Piloting):

The first interview with the head teacher took place in March 2013 and aimed to deliver information about her first year's emotional experiences. Although all teachers, including part- and full-time, came up to a total number of 65, I left with the head teacher only 50 questionnaires to be distributed to teachers. The reason behind this action was the fact that questionnaires would be distributed during a staff meeting which was only obligatory for full-time teachers (40) and optional for part-timers (25). As part-timers may teach only a

few hours in each school, I wanted to obtain information primarily from full-timers, because they had a sustained experience with the Novice. Besides, only a limited number of part-timers would be visiting the school at the day when the teachers' meeting took place. Teachers were asked to anonymously complete the questionnaire within a week, place it back in its envelope and post it into a sealed box which was situated in the administrative office. After 15 days, the Novice called me to come and collect the box which I opened at home. Discussing the results and progress of my research with my supervisor during our meeting in July 2013, I decided to change my methodology to a case study. However, I needed the approval of the Novice before embracing the change, so I discussed the matter with her in August 2013 when she agreed to participate in my study.

Phase 2:

I observed the Novice by being her "shadow" as a "participant – observer" over three days in February 2014. I repeated the same procedure with the teacher questionnaires as followed the previous year. In April 2014, I had my second interview with her. The purpose was to follow up on her experiences and clarify issues arising from observation. I interviewed the head teacher and analyzed the teacher questionnaires of the second year. When Penny finally called me to arrange for teacher interviews, she wanted to know the number of teachers I intended to interview and informed me that deputy A would look for volunteers. So, teachers who were willing to be interviewed were selected randomly by deputy head A. However, I was not given access to interview teachers until the penultimate day of the school year. The reason was that teachers were heavily involved in the preparations for the closure of the school year. Finally, in August 2014, I discussed my first draft analysis with Penny.

Phase 3:

In July 2015, I updated Penny about the process of my research and interviewed her for the third time in order to receive feedback on my findings and clarify matters.

Penny acted as a gatekeeper for all teacher participants in my research. First, during phases 1 and 2, she distributed the teacher questionnaires. This action showed how she was aware of the content, demonstrating her support for my research and her openness to receive feedback about her leadership practices. Despite the fact that this is an unusual practice in the CES, it could have encouraged teachers to fill in the questionnaires. Since anonymity protected participants' identity, teachers could have felt emotionally safe to take part. Secondly, she instructed deputy A to find volunteers for the teacher's interviews. Although this mode of participant selection could point towards biases, reality showed that this was not the case. Even though three teachers were very happy with their head teacher, the fourth one expressed her discontent. However, the fact that she expressed her honest opinion indicated emotional safety, because interviewing was not an anonymous research tool in a similar sense to anonymous questionnaires.

In summary, my study stretched over three research phases between 2013-2015. The Novice acted as gatekeeper for the participation of her teachers.

5.11. RESEARCH TOOLS

5.11.1 INTERVIEWS

In this section, I will discuss the choice of my research tools starting with interviewing.

Having structured my research design, I proceeded with the choice of research tools. There are several reasons why I chose as my main research tool the semi-structured interview over the narrative form. Narrative forms are based on a partnership relation between interviewer and teller who collaborate together in order to compose and construct a story. This aims to satisfy the teller, which is something that was not included in my research design. Despite

the fact that Penny gave descriptive answers to my questions, which resembled storytelling, I still aimed to lead the interview process and discover how she constructed her reality. Therefore I avoided the form of unstructured interviews (Miller & Brewer, 2003).

My interviews included open-ended questions, so my interviewees were encouraged to talk freely which promoted a discussion (Hatch, 2002). When questions are expressed in a respectful, familiar and simple style using clear and neutral language, people feel more confident to give comprehensive answers. Moreover, dealing with emotional experiences requires a different approach because they are a private affair. According to Day & Harris (2016), researching emotions implied the establishment of an authentic connection with participants to honour their truth. The formation of a supportive relationship made them feel safe and understood to share their emotional experiences. Besides before interviewing, I had to assure first that I felt myself comfortable to discuss emotional issues of others, and second that I realized my responsibility of being part of the head teacher's professional journey during her initial stages of headship. Therefore, I substituted the artificially created environment, associated often with interviews, with a pleasant and trusting conversational climate. This minimized misconceptions and misunderstandings deriving from behaviour or verbal input (Atkinson & Hammersley, 1994).

The main interview procedure that I followed was the same for all interviews. Before commencement, I introduced myself giving a short introduction about my subject. I assured participants about issues relating to confidentiality and finally, I explained the content of information letter and consent form which they signed. Then, I asked for their permission to record the interview and reminded them of their right to interrupt, or even abandon the scene at any time. At the end, I thanked them for their participation. All interviews were taped, not only to obtain accurate recording of what was stated but also, to transcribe dialogues.

Transcripts were approved to confirm that the head teacher had full awareness of what she said. Moreover, taping enabled me to concentrate on our conversation and her body language. This was of great importance in my study, because the Novice rarely named the emotions she experienced. Instead, she described vividly herself and how she felt using a narrative style while going through emotional situations. Therefore in many cases, her emotional experiences were subject to my own interpretations. During our face to face conversation, I was able to read nonverbal messages which revealed sensitive information about how she felt. This allowed me to attune carefully into the nuances of her narration. So, I adopted a holistic approach to interviewing, taking into consideration not only her whole body language but also my sensations. In this sense, I paid attention to my own sensations, impressions, thoughts and emotions, as well as how I perceived her in those situations. This approach enabled me to capture her emotional experiences from a holistic point of view.

For the following technical reasons, there were four differences in the interview procedures between head teacher and teachers. First, while the head teacher's interview was in her office, teachers were interviewed in the school library; second, while the head teacher received the interview questions prior to interviewing, this was not the case with the teachers. The reason was that I was given permission to interview them on the penultimate day of the school year, so I had no time to give them the questions prior to interviewing; third, only the head teacher approved the transcripts because this was not possible with the teachers. After interviewing teachers, the school closed for summer holidays and, due to rotational policies in the CES, teachers did not know where they would be appointed the following school year; fourth, although I had an input in the choice of the head teacher, I had no input in the choice of teachers who volunteered to be interviewed.

Interviewing the head teacher was the main source of data for my study. The questions of the first interview with the head teacher emerged from the literature review about emotional leadership, my research questions,

suggestions from my supervisor, and my personal and professional experience (Appendix A.1.1.) The aim was to gather rich information about her emotional experiences during her first year in headship. Unfortunately, being inexperienced in interviewing, I felt uncomfortable with probing and it took some time to feel comfortable. Luckily, the rapport I created with the head teacher during the first interview helped me probe further during the second year, when I clarified issues which arose from the ongoing analysis.

Since the second interview took place after the observation (shadowing), we both felt more relaxed and familiar compared to the first one. Feeling more comfortable and having already established a rapport with her, meant that I did not stick firmly to the interview questions but instead probed further. This transformed the interview to a conversation. The questions of the second interview emerged from uprisings from the first interview and observation (Appendix A.1.2.) The third interview with the head teacher took place after I processed my findings, clarified issues which emerged from previous interviews and were incorporated (Appendix A.1.3). Besides, serving mainly to obtain her feedback, I used the opportunity to clarify further pending questions deriving from ongoing analysis. She demonstrated increased interest to hear how others perceived her. In this sense, she felt respected which had an impact on her self-awareness as a resilient professional (Day & Harris, 2016). In contrast to head teacher's interviews, teacher interviews (Appendix A.2.1.) aimed to clarify issues emerging from the questionnaires, discover how teachers experienced the school and their head teacher, and follow how their interpersonal relationships had developed. Therefore, they took place after analyzing both years' teacher questionnaires.

Summarizing, I chose the semi-structured interview with open-ended questions to gather my data by following a standard interview procedure. While interviews with Penny aimed to collect data about her experiences, teacher interviews aimed to gather additional information and clarifications about issues which arose from teacher questionnaires. During interviewing, I captured her emotional experiences from a holistic point of view.

5.11.2. QUESTIONNAIRES

In this section, I will discuss why I chose to use closed questionnaires to investigate how teachers viewed their head teacher.

Questionnaires allowed me to reach a large number of participants and shape an idea about how Penny was perceived by the majority of her teachers. They also enabled me to gain access to the views of teachers who did not want to participate at interviews. I decided to use closed and anonymous questionnaires for two reasons:

- a) Requiring only a limited time and effort to complete a short and closed questionnaire, would persuade more teachers to participate at my research (Dornyei & Taguchi, 2010);
- b) Safeguarding anonymity encouraged truthful reporting and a higher participation (Wallbott & Scherer, 1989). Both factors were important, because in my case study teachers were asked to comment on their head teachers' leadership practices.

However, the simplicity of using closed questionnaires increased not only the response rate but also the risk of obtaining superficial data (Bryman, 2003). I tried to reduce risks by following up the deriving results with teacher interviews. Nevertheless, questionnaires were mainly used for triangulation purposes. For this reason, I decided not to create my own questionnaire but instead I choose one which had already been used widely, had been tested and aimed to investigate interpersonal relationships between head teacher and teachers.

The questionnaire (Appendix D.4.3.) was developed by Fisher & Cresswell (1998:231) who named it the "Principal Interaction Questionnaire" (PIQ). It is a closed questionnaire with Lickert scale answers. It was developed to examine the interpersonal relations between school principals and their teachers in conjunction with the Teacher Interaction Questionnaire. Both were adapted from questionnaires developed by Wubbels et al. (1990) which were

based on the Leary model. Leary (1957) believed that the way humans communicate was indicative of their personality. Thus, he developed a two dimensional model based on two polarized continuums: the first, with dominant behaviour (D) at one end and submissive (S) at the other. The second, referred to cooperative behaviour (C) at the one end and oppositional (O) at the other. The questionnaire consisted of 48 closed questions with Lickert scale answers which scored in each question as follows: Never=1, Rarely=2, Sometimes=3, Often=4 and Always=5.

Questions belonged to 8 different topics relating to the following behaviours of the head teacher: directive, encouraging, understanding, giving independence, uncertain, disapproving, aggressive and strict/inflexible. There were 6 questions from each topic scattered over the whole questionnaire. The goal was to obtain an octagon as a result. Therefore all scores from the same topic were added, so that in the end there were 8 numbers representing the score for each topic forming an octagon (Appendix D.4.2.). To add more clarity about the explanation of each topic, I added a table demonstrating the scale and coding, descriptions of associated behaviour, sample and number of corresponding questions in the questionnaire (Appendix D.4.1).

Fisher & Cresswell (1998) used both questionnaires in an Australian survey where they included 65 schools involving 20 randomly selected teachers from each school. Their goal was to investigate the actual and ideal behaviour of principals as seen by teachers. Since I intended to use this instrument only as a means to form a general picture of how teachers viewed their head teacher, I only made use of the PIQ. I felt confident to use it because it was: a) short and easy to use; b) closed and anonymous; c) it had been tested in previous studies, and d) I had access to evaluation methods. Consequently, it satisfied my requirements to find a questionnaire for triangulation purposes.

Summarizing, I aimed to find a questionnaire to triangulate results about how teachers viewed their head teacher. For this purpose, I chose a previously tested questionnaire which was closed and anonymous, and easy to

use. Results revealed how each year head teacher's behaviour was perceived by teachers.

5.11.3. OBSERVATION

In this section, I will discuss the research tool of observation. During the second research phase, I included observation (shadowing) which is a purely qualitative research tool. By definition, observation is a systematic way of watching and listening to participants while an interaction takes place (Lincoln & Guba, 1985). It is an inquiry into live situations generating first-hand data (Cohen, Manion & Morrison, 2013). Observing how people act by using direct participant observation, allowed me to be in the place of action (Patton, 2002).

Although observation was a new experience for both, Penny and me, the existing familiarity between us formed through previous interviewing, reduced the observer effect. I followed her over a three day period in order to gain a picture of her day-to-day life. Despite my efforts to be "invisible" by sitting in a corner so that I did not interrupt her usual activities, Penny introduced me to everybody who approached her. Although teachers made conscious efforts to be friendly to me, I felt like an intruder to the school.

My observation was naturalistic. This meant that I documented performed work and social interaction in real situations, and made descriptive field notes during her daily professional routine. I recorded all her actions: conversations, relevant contextual data, verbal and non-verbal communication, phone calls, meetings, classroom and staff room visits, playground and office visits. I noted participants, duration and purpose as in a diary method.

Everything was noted in a schematic observation sheet. Every 15 minutes I noted date, time, day and action. My observation was between 7.30 in the morning, when school began, until 1.35, when the bell rang to finish the

day. I followed Penny everywhere. After leaving the school, I went through my recordings and added missing details on the observation sheets. I added my experiences and reflections before they faded away from my memory. I include a sample below:

OBSERVATION SHEET		
DATE: 10.03.14		
DAY 1		
PAGE 1		
TIME	OBSERVATION	REFLECTION
7.30	Greeting secretaries and teachers	Friendly atmosphere
7.45	Unofficial meeting of school administrators in deputy's office to discuss the daily agenda	Organization Content (friendly and cooperative climate)

Table 5.2. Example of an observation sheet

In order to facilitate the breakdown of my gathered data, I segmented them as shown below and used the data for my Analysis.

Head's daily activities	Ongoing projects	Daily incidence	Critical incidence	Personality traits	Interpersonal relations	
meeting to coordinate school theatre performance	theatre performance	Pupil's mild injury in play ground	Pupil files complaint against gym teacher	organized	head-teachers dealing with gym teacher	head-pupil care of sick pupil

Table 5.3. Example of processing Observation Data

Apart from the fact that observation is extremely time consuming, it is also associated with inaccuracies, because one can only observe external behaviours (Patton, 2002). Therefore, I often needed an explanation for the purpose and context of an activity (Gronn, 2003). Whenever there was a spare moment, I engaged in discussions with Penny in order to clarify my questions. As an example, during the last observation day, I was present at a critical incidence when a teacher assaulted a pupil. Since there was no available time to discuss the incidence during observation, I clarified the way she felt during our second interview. She described how she experienced an emotional dilemma while trying to buffer emotional upheaval between, on the one hand, pupil and parents, and teacher on the other. Although Penny intuitively felt that the pupil was right, she had to suppress her own emotions because she lacked the evidence. Consequently, in this situation she had to regulate not only her own, but also the emotions of both conflicting parties in order to arrive at a resolution of the conflict.

Despite being extremely time consuming, observation contributed largely to data which I would have otherwise missed. I gained insight about the social setting of my context of study (Cohen et al., 2013). For example, I could follow the spirit of team work between Penny and deputies. I got a sense of the social environment and climate, while I experienced emotionally charged situations. Besides, having already analyzed the first interview, I could compare its content with my observations and follow the development of the Novice's socialization process. As an example, I followed the change of attitude of the PTA towards Penny. Although during the first interview she was not happy with their support with regards to their care for school premises, during observation we inspected together the installation of blinds in the library when she told me how fruitful their cooperation was. Additionally, I could see how Penny had adapted successfully to her new environment, compared to what she had told me during our first interview. I observed the respectful way in which pupils approached her and strict, but caring, way she responded to them. I also observed the friendly but respectful way most teachers approached

her. At times, I felt envious of their relationship, because I had not experienced this kind of relationship as a teacher with my previous head teachers.

In summary “If you want to know what they do, there is no substitute for watching them” (Fraenkel & Wallen, 2003:450). So, I decided to observe Penny over three days in the second year. Naturalistic observation offered me a holistic reality of the daily school routine and gave me insight about the relationship between Penny and teachers.

5.12. ANALYSING DATA

In this section, I will explain how I analyzed my data. “Data is the smallest piece of information about something that can stand for itself” (Merriam, 2009:177). Data analysis in qualitative research is “an inductive and comparative process” (Ibid:175) which engages the researcher in constant conscious reflexivity in order to discover relationships and patterns (Patton, 2002). With the intention of capturing the richness of gathered data, I classified and compared them. Then, I decided upon a strategy for categorizing them so that patterns were identified (Ibid).

Additionally, “...analysis in qualitative research is continuous in that it interweaves with other aspects of the research process” (Bryman & Burgess, 1994:218). Consequently, there is no clear separation between the two parallel processes of data collection and analysis (Patton, 2002), because the results guide the subsequent phase (Huberman & Miles, 2002). Similarly, my analysis was ongoing and guided my continuous adaption. Since my goal was to remove any preconceptions before starting the analysis, I attempted various approaches. Thus, I decided how to organize data according to participants and research tools. For this purpose I categorized them into three big areas according to their origin:

- 1) Head teacher’s interviews
- 2) Teachers’ interviews and questionnaires

3) Head teacher's observation.

Then, I divided each category into two further categories referring to situations and comments about:

a) Head teacher's emotions

b) Interpersonal relations

Summarizing, I divided my analysis into three sections: 1) I analyzed emotional experiences and Penny's coping skills using data from the head teacher's and teachers' interviews. 2) I followed the development of interpersonal relations between Penny and teachers using data from both, the head teacher's and teachers' interviews. 3) I investigated how teachers viewed their head teacher using data from their interviews and questionnaires which I triangulated.

5.12.1 FIRST SECTION OF MY ANALYSIS

In this section, I analyzed the emotional experiences of the head teacher and how she coped with them.

My realizations about Penny's emotional states were based on my interpretations in relation to her descriptions of situations, her labelling of single emotions, body language, chosen words and tone of voice. Since her labelling of emotions was very limited, the main recognition of her emotional experiences relied mainly on my own interpretations and how I captured the situation from a holistic point of view. Since I did not use any criteria or definitions about emotions, I did not introduce coding. Relying on my interpretation about how Penny felt, I decided to include extensive quotes from all participants' interviews, so that readers could form their own interpretations about the emotional experiences of the Novice. Therefore, I would argue that the lack of coding about emotions does not present a drawback in my study. In contrast to quantitative, qualitative methodology has rather an artistic than a

scientific character (Bloomberg & Volpe, 2008), because it is the absence of rigid rules and guidelines which gives it its richness.

First, I screened the content of the first two interviews searching for expressions and situations associated with emotions, relying on my interpretations. After interpreting her emotions, I classified them according to their valence, as positive or negative, as discussed in Chapter 2 (Section 2.4).

Then, I realized that the head teacher went through four phases which corresponded to states evoking certain emotions. During the first interview, I identified 3 key emotional states which were associated with negative emotionality (Section 2.4.): feeling shocked, angry and sad. During the second interview, the head teacher demonstrated positive emotionality feeling content and assertive.

First Year: Entering her post the Novice felt shocked, isolated and lonely; Key emotional state was feeling shocked. Trying to overcome daily challenges, she felt angry, anxious, frustrated and bitter; Key emotional state was anger. As she wasn't able to change the situation around, she felt depressed, desperate and sorry for herself; Key emotional state was sadness.

Second Year: Having accepted the situation and survived successfully the reshaping of culture, the Novice felt assertive and content; Key emotional state was contentment.

EMOTIONALITY	PHASE	STATE	KEY EMOTIONS	REASON
Negative	First	Surprise	Feeling shocked, isolated and lonely	Responsibility
	Second	Battle for Survival	Feeling angry, anxious, frustrated and bitter	Challenges
	Third	Self-pity	Feeling depressed, desperate and sad	Lack of Success facing challenges
Positive	Fourth	Acceptance	Feeling content	Survival
		Success	Feeling assertive	Reshape Culture

5.4. Classification of Phases and key Emotions

Having labelled her key emotional states, I tried to identify reasons for them. For example, the second key emotional state was anger. I tried to find out why Penny was angry. Penny was angry for several reasons: she was feeling unappreciated, although she was appreciating others; she was feeling unfairly treated, although she was fair to others; she was feeling disrespected, although she was respecting others; she was feeling unsupported, although she was supporting others.

TIME	KEY EMOTIONAL STATES	REASON	ACTIONS	WORDS
Second Phase	Feeling angry	Feeling unappreciated	Appreciating others	<i>"I felt intense anger. Some don't appreciate my kindness." (P11)</i>
		Feeling unfairly treated	Being fair to others	<i>"This puts me in a negative position compared to my colleagues." (P11)</i>
		Feeling disrespected	Respecting others	<i>"I am not trusted to manage the treasury of the head." (P11)</i>
		Feeling unsupported	Supporting others	<i>"The head has no support." (P11)</i>

Table 5.5. Reasons for key Emotional States

Then, I realized the existence of conflicting situations and isolated Penny's words about how she felt about them.

CONFLICTING SITUATIONS			
Key issues	Description of situation		The Novice's words
	The Novice's action	Other's actions	
Appreciation	Efforts to improve school	Indifference to school	<i>"It upsets me that they don't appreciate my efforts." (PII)</i>

Table 5.6. Conflicting Situations

Subsequently, I screened for content about how Penny coped and isolated her words.

COPING MECHANISMS	WORDS OF THE NOVICE
REFLECTION	<i>"I am doing reflection every day." (PII)</i>

Table 5.7. Coping Mechanisms of the Novice

Then, I realized that during the two year period, there were various processes developing simultaneously like Penny's Organizational and Professional Socialization, and Penny's adaptation according to the General Adaptation Syndrome. Besides, she had to handle apart from her own, also her staff's adaptation to the new situation.

1) The first process was the development of Penny with respect to Organizational and Professional Socialization, as discussed in Chapter 4, Fig 4.1. Phase 0 referred to pre-post time which set the starting point of the transition. Phase 1 (Entry and Encounter) corresponded to the first few months in post, Phase 2 (Taking hold) to the remaining months of the first school year and Phase 3 (Reshaping) to the second year.

Phase 0. “Preparation Prior to Headship”

It refers to Penny’s Professional Socialization. Having been a teacher and administrator, Penny had always been a very active professional. She had coordinated the Pancyprian University entry exams. She had organized school projects, seminars and conferences, school theatre performances, school celebrations and events, as well as Pancyprian school competitions. Her own motivation led her to seek postgraduate studies in Educational Leadership. As she said, this professional qualification furnished her with further knowledge about school culture, structure and organization, interpersonal relationships, trust building, leadership styles and teacher evaluation. Before entering her new post, her predecessor at Beetle School informed her about the school. However, she had not been given many details about the school, because their meeting lasted about an hour and was during a coffee break.

2) The second process was the Novice’s adaptation to her new situation. This was influenced by the chronological phases of the General Adaptation Syndrome which are alarm/shock, resistance/anger/exhaustion, acceptance/growth, as discussed in Chapter 4 (Onciul, 1996).

Since the MoEC did not furnish her neither with a professional preparation for her role nor ongoing support, she faced high emotional constrain during the first phases of transition. Given that my focus was the emotional dimension during each phase, I gave the different phases in my Analysis the following titles: a) Alarm Reaction - “Feeling like a fish out of water”. The title highlighted her experiences of surprise, shock and confusion. Penny discovered the problems of the school while living in the shadow of her predecessor; Phases b) Resistance and c) Exhaustion corresponded to - “Gasping for air”. This title expressed suffocating sensations which were governed by anger and grief. During this period, Penny faced the resistance of staff which she had to “handle with care”.

The following phase with the title c) “Final countdown”, was the time when she started accepting the new situation, letting go of her resistance and coming into terms with the situation. Acceptance and Post Traumatic Growth

were part of the last phase called d) “Welcoming each other aboard”. The title signaled how Penny finally grew roots and adapted successfully to her new environment.

I produced the following table taking into consideration the General Adaptation Syndrome, the Organizational and Professional Socialization of the Novice and my interpretations of her key emotional states and emotions. This guided the first section of my Analysis, Section 6.2.

FIRST SECTION ANALYSIS STRUCTURE			
Organizational & Professional Socialization	General Adaptation Syndrome	Key emotional states	Titles
Phase 0: Pre-post Preparation			
Phase 1: Entry and Encounter	Alarm Reaction	Feeling shocked	Feeling like a Fish out of Water
Phase 2: Taking Hold	Resistance	Feeling angry	Gasping for air
	Exhaustion	Feeling sad	
		Feeling content	Final Countdown
Phase 3: Reshaping	Post Traumatic Growth	Feeling assertive	Welcoming each other Aboard

Table 5.8. First Section Analysis Structure

According to the aforementioned structure, I identified Penny’s words matching them to each phase, so that I could produce a narrative. While her words in phase 1 and 2 originated from her first interview, in Phase 3 they originated from the second interview. Having analyzed the data as described, I

developed a narrative in Section 6.2.2 which demonstrated Penny's traumatic transition into headship.

5.12.2. SECOND SECTION OF MY ANALYSIS

In this section, I will follow the development of interpersonal relationships between Penny and teachers which will be demonstrated in Section 6.3. This corresponds to the processes of trust building, reshaping culture and her development from a manager to a trustworthy leader.

While I was investigating interpersonal relations, I realized that their development reminded me also of the General Adaptation Syndrome. I realized that at the beginning Penny and teachers faced each other with surprise, feeling shocked. While they were working out a formula how to work together, both parties experienced anger, then felt sad that things were not working out the way they expected them to, and finally felt contentment when they accepted each other. This enabled them to establish a pleasant working environment. In a similar way, as discussed in my Section 4.4., I adopted also in this case the term "phase" instead of "stage". Despite the fact that I hadn't interviewed teachers in the first year, I was still able to obtain data which related to Penny's first year. Three teachers who had been employed in Beetle School during both years, referred in their interviews to their first year experiences with Penny.

At this point I would like to describe how I analysed data in the second part of my Analysis. First, I scanned data to identify words from all participants' interviews relating to interpersonal issues. Then, I recognized that there were 3 different chronological phases in the interpersonal relationship development. So, I grouped my data accordingly, giving them the following titles:

- a) “Coming together is the beginning”. This phase described the reactions of Penny and teachers after her appointment when she started working in the school.
- b) “Keeping together is progress”: This phase involved the time during which teachers and Penny got to know each other, a period which included testing and setting boundaries.
- c) “Working together leads to success”. This phase was the time when both parties accepted each other and trust was built.

After having allocated actions associated with the aforementioned phases, I copied the related words which referred to each participant, so that I could produce the narrative.

CHRONOLOGICAL PHASES OF INTERPERSONAL DEVELOPMENT		
Phase	Title	Description
1	Coming together is the beginning	From the Novice's appointment to meeting each other
2	Keeping together is progress	Turbulent period while getting to know each other
3	Working together leads to success	Establishment of pleasant environment able to resolve conflicts

Table 5.9. Phases of Interpersonal Relationship Development

Then, I categorized the words of participants according to each phase.

PHASES	PARTICIPANT	WORDS
First	Penny	<i>"I recognized that some staff members were facing me at the beginning as the big "unknown" and I realized myself I was in an unknown culture." (PI1)</i>

Table 5.10. Words of Participants in each Phase

During the second and third phase, I identified words from Penny and teachers which referred to the same topic, identifying actions of both in order to demonstrate how each party reacted to the same situation.

ACTION	WORDS OF THE NOVICE	WORDS OF TEACHERS
Caring	<i>"I was worried all the time because while the teacher was teaching in her class she could faint or vomit." (PI2)</i>	<i>"She takes care of all others a lot." (PA1)</i>

Table 5.11. Words of Participants per Action

Next, I realized that topics and actions were relating to Facets of Trust according to Table 4.1. So, I used those criteria to follow the trust building process and produced a table for each Facet, including action and words of teachers and Penny. The Coding used corresponds to Table 4.1 and was added after the words of participants in Chapter 6.

BENEVOLENCE		
ACTION	WORDS OF THE NOVICE	WORDS OF TEACHERS
Caring	<i>"I was worried all the time that whiles the teacher was teaching in her class she would faint or vomit." (PI2)</i>	<i>"She takes care of all others." (PAI)</i>

Table 5.12. FT Actions and Words

In order to follow the development of how Penny transformed from a manager to a leader, I used the criteria associated with trustworthy leadership as in Table 4.3. I produced separate tables for each TRL topic and phase, where I allocated corresponding words. In Chapter 6, coding was added according to Table 4.3 after the words of participants.

MANAGING (TRLMAN)		
TOPIC	THE NOVICE	TEACHERS
Culture of discipline	<i>"I inherited a school without discipline." (PI1)</i>	<i>"She offered a lot especially in disciplinary matters." (SI)</i>
Delegate control	<i>"In the incidence with the blind teacher I asked the counsellor to talk to the students in all peace and calm them." (PII)</i>	<i>"She has people around her who are very supportive, who help her with her work and are reliable." (SO)</i> <i>"She seems to have a good cooperation with the deputies." (PAI)</i>

Table 5.13. Trustworthiness per Topic and Words of Participants

Coming from a scientific background, I felt the urge to adopt a structured analytical framework in order to investigate the development of both processes. So, I used an analytical framework to follow how the interpersonal relationship between Penny and teachers developed, and how she developed to become a trustworthy leader. One could argue that this approach relates more to the positivist rather than the naturalistic paradigm, the one I adopted in my research. However, “there is no single way to analyze qualitative data” (Coffey & Atkinson, 1996:2).

Nevertheless, my approach gave me the confidence to compare my data to existing research in order to arrive to conclusions. I am aware that my mode of contact could give rise to some limitations, due to my tendency to focus on factual information. I could have neglected how participants felt, not only during the trust building process and the establishment of the leader’s trustworthiness, but throughout my whole research. Thus, I could have come to conclusions based primarily on facts, whilst ignoring human factors involved in both processes. Nonetheless, by including the words of participants in my analysis, I have endeavoured to offer readers the opportunity to make their own assumptions with regard to how participants felt about trust and trustworthiness issues. Moreover, I let the analytical narrative develop in a way which was guided by my intention to “touch” the reader through expressive writing. After all, “...qualitative analysis is a craft – one that carries its own disciplines” (Huberman & Miles, 2002:394).

Conclusively, in the second section, I analyzed my data in a totally different way than in the first. While in the first, I almost used a free style of Analysis relying only on my personal interpretations to recognize emotional states, in the second I used fixed criteria. There were several reasons behind the application of different methods. In the second section I intended:

a) To follow step by step the development of interpersonal relations and come to a conclusion about the working environment in Beetle School. Therefore I used criteria.

b) To follow step by step how Penny became a trustworthy leader. Therefore I used criteria.

The application of criteria in order to follow both processes enabled me to make claims. So, in the end I was able to conclude that Penny managed successfully to build strong interpersonal relationships and become a trustworthy leader. In contrast, my intentions in the first part of my Analysis were not to follow processes but to explore emotional states and emotions experienced by the Novice. Therefore, I did not need to use neither criteria nor definitions about emotions. So, I adopted a freestyle Analysis based on my interpretations deriving from my holistic approach. Extensive quoting enables readers to form their own opinion.

In summary, in order to analyze the emotional experiences of Penny in the first section, I used free style Analysis because it was based mainly on my interpretations. On the contrary, in the second section, I used a structured framework because I aimed to follow step by step the processes of trust building and trustworthy leadership, so that in the end I could come to conclusions.

5.12.3. THIRD SECTION OF MY ANALYSIS

In this section, I investigated how teachers viewed Penny using quantitative evaluation methods for triangulation purposes. For this purpose, I processed data deriving from teacher questionnaires and interviews. Questionnaire results (QR) and Interview results (IR) were processed separately by two different methods and then triangulated.

Questionnaire results (QR) were processed by two methods:

a) Results by Method A (QRA): Questionnaire results from first year (QRA1) were demonstrated in Appendix D.4.4. and from second year (QRA2) in

Appendix D.4.5. Both were processed according to the method described by Fisher & Cresswell (1998) in order to produce an octagon, as demonstrated in Appendix D.4.2. (Ibid:240). Using the results demonstrated in Appendix D.4.4. and Appendix D.4.5., I produced a table (Appendix D.4.6.) with the average number in each topic. This enabled me to create the octagon showing Penny's profile as perceived by teachers in the first year (Appendix D.4.7.) Similarly, I created a second octagon in Appendix D.4.8. to demonstrate Penny's profile as perceived by teachers in the second year.

b) Results by Method B (QRB):

Questionnaire results were processed according to a method I invented. The answers to all questions were grouped into three categories: 1) "never"+ "rarely", 2) "sometimes" and 3) "often" + "always". Values were expressed in percentages as shown below. If I had not used percentages, the values would be misleading, because the total number of evaluated questionnaires was different each year. The comparison enabled me to identify tendencies for each year, which I compared to draw conclusions.

QUESTIONS	FIRST YEAR			SECOND YEAR		
	GROUP ANSWER %			GROUP ANSWER %		
	1	2	3	1	2	3
This Principal talks enthusiastically about his/her school			67			52
This Principal trusts the teachers at this school.			71			67
This Principal seems uncertain.	79			62		
This Principal has a bad temper	50			57		
This Principal is an inspiration to his/her teachers.			50			57

Table 5.14. Comparison of teacher questionnaire results between first and second Year

Interview results (IR) were processed by two methods:

a) Results by method A (IRA): Quotes of teachers in Chapter 6 were assigned coding as indicated in D.4.1. Using the same coding, I was able to triangulate results with the figures of Penny's profile D.4.7. and D.4.8.

b) Results by method B (IRB): I scanned and classified all teachers' words according to categories: how teachers viewed Penny's contribution to the school; how they considered the working environment to be; what they learnt from her; how she compared to previous head teachers; what general impression they had of her; what they thought of her stress and what competencies and traits they thought she had. This enabled me to gain a picture about how teachers viewed Penny and the school.

SCHOOL		
AREAS		TEACHER'S COMMENTS
WORKING ENVIRONMENT	POSITIVE	feel well (P, STO, SO)
		discrepancies get resolved (STO)
	NEGATIVE	Sometimes she found it stressful (STA)

Table 5.15. Teacher's Views grouped into Areas

Finally, I would like to shed light into how I approached my analysis in the next Chapter. The quotes of participants were selected according to a systematic approach. However, in order to create a sense of a whole, I needed to connect them. This was facilitated by the introduction of an "insider voice". It expressed how I interpreted the situation through "my lens" as discussed in Section 5.5. My "insider voice" was influenced by many aspects: my lens as a researcher and educator in the CES; my personal understanding and attitude towards Penny and finally, my acquired knowledge throughout my thesis.

Coming to the end of this chapter, I would like to summarize conclusions. Searching for the most appropriate methodology to answer my research questions, I adopted the naturalistic paradigm. In order to explore emotional experiences, I considered that truth was bounded to the way humans construct it, in this case participants and me. I am aware that another researcher could have perceived reality in a different way to mine. I chose qualitative methodology, so that my direct contact with participants would enable me to form my own impressions about their actions, behaviours and emotions. So, my subjective approach includes my own experiences, values and beliefs, lacking objectivity. In order to establish credibility, I applied empathic neutrality to follow experiences from the participants' point of view, while remaining detached through reflection, external reviews and triangulation. I explained how I analyzed Penny's emotional experiences, applying free style Analysis and her interpersonal relations with teachers, applying a structured framework. In order to investigate how teachers viewed Penny, I triangulated data from teacher questionnaires and interviews by processing them through different methods and comparing them. In the next chapter, I will demonstrate how I analyzed data.

CHAPTER 6

ANALYSIS AND DISCUSSION OF FINDINGS

6.1. INTRODUCTION

This chapter is divided in three sections and aims to present Penny's professional journey throughout her first two years in transition to headship. During this period of time, I identified how Penny went through four processes based on knowledge I acquired in my literature review. In the first section, I will follow the first and second processes, which were Penny's traumatic experience in terms of the General Adaptation Syndrome as well as her Organizational and Professional Socialization. In the second section, I will follow the third process of trust building in her new environment, and the fourth process of how Penny developed to a trustworthy leader. Her transformation from a manager to a leader stretches over both sections. However Penny, being the head teacher, led also two other processes which also stretched out through both sections: a) handling the adaptation of staff and herself to change and b) the reshaping of school culture.

In this chapter, I will proceed with my data analysis. In order to add transparency to my presentation, I will first explain why I chose the title "Traumatic Discombombulation" for the first section of this chapter. Second, I will add clarity to my narrative which presents my Analysis. Then, I will give an overview of this Chapter's structure and establish a connection to my methodology and literature review.

Dealing with emotional experiences, I was moved to adopt a certain style of writing in order to communicate to the reader the emotional dimension of my work. Therefore, I chose the style of expressive writing in order to induce emotional effects by applying a language which "evokes senses of motion, ambience, taste, smell, colour, local landscape, and voice" (Denzin,

1997:211). The embodiment of similar emotions enables the reader to share the experiences of the Novice in a holistic sense.

Having decided about the way to present my Analysis, I will establish the settings of the story. The story is about the emotional dimension of the Novice's acclimatization and includes internal and external conflicting situations. It took place during 2013-2015 at Beetle School in Hill City, in Cyprus. The participants are the Novice called Penny and teachers Pamela, Sonya and Steve. All worked as teachers at this school during both years of transition while the fourth teacher, called Steffi, worked there only during the last year. As a narrator, I will include my comments and interpretations of the story which were formed as explained in the previous chapter. They are added between quotes to produce a holistic picture of the situation, something like a "within interview" to give the reader a flavour of the "inside story" connecting the quotes of participants. Pseudonyms are used to safeguard anonymity. The following list of participants includes position, research tool, source of information and corresponding code. This information will guide the reader throughout the narrative.

SOURCE	POSITION	RESEARCH TOOL	TIME	CODE
PENNY	Novice	1. Interview		PI1
PENNY	Novice	2. Interview		PI2
PENNY	Novice	3. Interview		PI3
STEVE	Teacher	Interview		SI
PAMELA	Teacher	Interview		PAI
SONYA	Teacher	Interview		SOI
STEFFI	Teacher	Interview		STI
RESEARCHER		Observation	First Year	OBS
TEACHERS		Questionnaires		Q1
TEACHERS		Questionnaires	Second Year	Q2

Table 6.1. Coding of Participants

The setting of the story, containing information about the Novice and school demographics, was introduced in Section 5.6. Penny considered the culture she inherited to be very relaxed, lacking direction, discipline and efficiency while school premises were left uncared for. She used a phrase, which I translated from Greek “the school was led by an automatic pilot”, to express how things were left in chance, following a previous laissez-faire management style. Draper & McMichael (2000:467) used another metaphor to describe a similar situation, calling it “remote control” or “passivity”. Since Gymnasiums have no orientation towards National Standards, in contrast to Lyceums which prepare pupils for National University entry exams, the culture is different. So, Gymnasiums often involve less strenuous work due to the lack of state exam pressure. This also contributes to less adherence and consistency to rules and regulations, so generally Gymnasiums tend to be less organized than Lyceums. Thus, teachers could be more relaxed about learning goals which is demonstrated by a more tolerant and laissez-faire attitude. Moreover, Hill City people have the reputation in Cyprus of having a more relaxed attitude to life in general. This finds also application in schools. Therefore,

pupils are raised by more relaxed forms of discipline with the result that during puberty, it could be more difficult to control them.

Although the coding was already explained in the previous chapter (Table 6.1.), I decided to introduce more codes which would add further clarifications and serve triangulation purposes. So, coding will be added relating to the trust building process as detailed in Table 4.1., and trustworthy leadership as detailed in Table 4.3. Finally, I will use codes from Appendix D.4.1. This will enable me to triangulate results deriving from teacher questionnaires and teacher interviews in relation to the head teacher's profile as viewed by teachers. All codes were added after quotes of participants.

My Analysis chapter is divided into three sections, the first two being a narrative. The first section tells the story of Penny's emotional experiences with the title "Traumatic Discombombulation". It consists of four subsections: 1) "Feeling like a fish out of water", 2) "Gasping for air", 3) "Final countdown" and 4) "Welcoming each other aboard". The final subsection describes how things fall into place, in a way portrayed by Harris (2004) as emotional alchemy. This explains how most of what troubles individuals fall into basic emotional patterns, including fears of social exclusion and vulnerability.

The second section of my Analysis Chapter tells the story of how interpersonal relations developed between Penny and teachers, how trust was established, how culture was reshaped and how Penny transformed from a manager to a leader. It has the title "While coming together is the beginning, keeping together is progress and working together leads to success".

The third section of my Analysis Chapter informs the reader about the results from teacher questionnaires and Penny's feedback.

6.2. FIRST SECTION

6.2.1. INTRODUCTION

In this section, I explain how I chose the title “Traumatic Discombombulation.” Penny’s turbulent emotions during the first year of transition turned her venture into a “no pain no gain” experience, because she went through a trauma to acquire new skills in order to survive. She viewed the pain she experienced as a form of post traumatic growth:

"This is knowledge I have acquired with a lot of pain."(PII)

The focus on pain led me to consider how Penny’s emotional well-being was significantly affected by her appointment. I found her account of events and the impact on her deeply disturbing and moving, and therefore I took my own distress to my supervisor. We discussed the matter in depth, and she suggested that I consider the early phases of Penny’s experiences as a form of traumatic discombobulation. At the time, I did not even know what this meant, and it was a while before I decided to adopt this as the title for her acclimatization.

First, I sought a definition for the verb “to discombobulate”. According to Oxford Dictionary, this means to throw somebody into confusion (<https://en.oxforddictionaries.com/definition/discombobulate>). In this sense, Penny was thrown like a parachute jumper into an unknown territory with the mission to survive without having prior preparation or ongoing support in her role. Her confusion caused disorientation, as if somebody had pulled the ground from under her feet. Then, I sought a definition for psychological trauma. This portrays how an individual experiences a trauma when feeling overwhelmed by stress in relation to an event. When the extent is beyond coping or integrating emotions, the person ends up in an extreme state of confusion (DePrince & Freyd, 2002). Processing the trauma information, there is a clash between the existing self-model and the world which leads to tension.

This occurs because the person tries to make sense of their own disturbed assumptions. During assimilation, the individual accommodates the experience by overcoming those assumptions while developing new views (Joseph, 2004). This could lead to a significant life change which shifts the general approach to life through the change of personal sense making processes (Tedeschi & Calhoun, 1996). So, post-traumatic growth indicates how adversity contributes, in the framework of adaptation, to a positive psychological change which leads to a higher level of functioning and personal growth (Joseph, 2004). Reflection led me to conclude that all definitions found application in my case.

During my first interview, I could feel how Penny's spoken words, tone of voice and facial expressions, demonstrated emotions of trauma and desperation. I could sense her emotional pain while she was describing her first few months in post. During the transcription of the first interview, I felt intense empathy for her. Hearing the tone of her voice and words, I could identify with her emotions of shock, anger, sadness, bitterness and despair. Her emotions were in relation to the challenges she faced and her adaptation to her new environment. Emotions of distress for being unappreciated, disrespected and objectified by her colleagues; frustration for being overwhelmed by everybody's expectations and being treated unfairly by the system; grievance for being abandoned and having no one to turn to, remaining isolated and lonely; disappointment in the system and people; despair and vanity that things were not moving forward. She was drained and defeated. Her emotional state revealed her self-estrangement, -denial and -pity. I felt sorry for her.

During transcribing and analyzing, I was waking up repeatedly in the middle of the night in agony, feeling anxious without being able to identify a reason for it. Sitting in my bed, I experienced emotional pain in my chest while Penny's thoughts crossed my mind. Strangely enough none of those experiences felt mine. Being troubled by those incidences, I discussed the matter with my main supervisor. She explained that in psychodrama language, this is called "somatic doubling". It describes how a second person, may

physically experience what is currently out of awareness of the first. It seemed that Penny, being heavily entangled in adversity and operating from a survival mode, could not afford to experience her anxiety, frustration and grief which resulted in cumulative emotional pain. It looked as if I engaged in an unconscious process of sharing her trauma, in an analogy to Rothschild's (2004:49) "vicarious traumatising." In resonance, Schore (1994) argued that people never meet as two minds: first we meet as two bodies, then our emotions meet and then our cognition.

Therefore, it was the realization of Penny's emotional state which must have distressed me so much, that I unconsciously personified her emotional torture, urging me to adopt the theme "Traumatic Discombobulation." Similarly, it was my own emotional engagement which moved me into searching for ways to communicate her emotional experiences, so that the reader could also gain an embodied sense of what she went through. In this respect, emotional research aims to describe and make parallel emotional experiencing vivid in the reader.

My goal in this section was to describe and analyze Penny's traumatic emotional experiences during her first year in headship. So, during the first three phases, I will draw information from her first interview. Since the fourth phase is associated with post traumatic growth, it contains quotes from Penny's second interview and teacher interviews in the second year.

6.2.2. TRAUMATIC DISCOMBOBULATION

6.2.2.1 FEELING LIKE A FISH OUT OF WATER

Penny's first appointment as a head teacher was in a Gymnasium in Hill City. Living in Lake City, she had not had any previous working experience in the new location, which was situated 80 km from her home town. Neither had she had any experience in Gymnasiums, because she had always been working in

Lyceums. She knew they were different and that Hill City people had a different mentality.

“It is well known that Gymnasiums in Hill City are more difficult to manage than elsewhere. My school has the reputation of being a difficult school. Although I would have loved to be appointed in a Lyceum, where I know I can offer a lot due to my extensive experience with Lyceums, I had no other choice but to accept the position.” (P11)

Although Penny was unhappy with the new appointment, because she would have preferred to remain in her home town and work in the familiar environment of Lyceums, she was forced to take the position. Despite the fact that she was aware of the differences between her old and new environment, she did not expect them to be that big. Viewing the situation she became numbed and shocked. Meeting her crew, she did not recognize any familiar faces. Moreover, meeting Gymnasium pupils, who were in their puberty, she realized that they needed a totally different approach to Lyceum pupils. They came from problematic backgrounds which made it even more difficult to control them. So, there she was, a stranger among strangers in an unknown environment. She was feeling alienated and lonely in her new milieu (Spillane & Lee, 2013). Knowing nobody, she did not trust anybody. Being startled and confused, she did not even know where to start from (Ibid).

“I am a newly appointed head teacher who experiences a series of difficulties at this new post. Everything is new to me. I feel that in my home town I had a good reputation and knew many teachers. Here I don't know anybody. This puts me in a very difficult situation. My role is a lonely role because of my position. It is difficult for me, because I have nobody to trust. I am now in a Gymnasium, which is a new kind of school for me, a totally different culture, a different environment and a different town. I know Lyceums very well and maybe this is the

reason I got a shock, because I didn't know Gymnasiums and the difficult age of the children. I wanted to be at a Lyceum where I know I can offer a lot. But I had to take this position.” (P11)

Having lost her support networks, she felt like she had moved into a situation without an anchor (Daresh, 1993). The Ministry had not provided her with any preparation or support system. She stood there lonely, lost and perplexed (Spillane & Lee, 2013). Moreover, getting to know the way people operated, she got a culture shock (Daresh & Male, 2000).

“It is a punishment for me to be in a Gymnasium. The schools here are very different. Neither do I know the mentality of Hill City people nor how they really think. Most colleagues coming from Lake City say that the mentality here is different. Nothing against it, people are just fine, but when it comes to fulfilling their obligations at school, they have a more relaxed and laissez-faire attitude than Lake City people. Perhaps in Gymnasiums you come across more truant, persons who try to avoid their responsibilities. I have only worked in Lyceums, I DON'T KNOW.” (P11)

It seemed as if Penny embarked on a helicopter in order to conquer an unknown territory which parachuted her into a battle field, where she was expected to master the crusade. She was dumped in a new “land”, and it was as if her abilities were being tested to determine her chances of survival. She felt out of place, abandoned like a nomad in no man’s land. On top of her tremendously demanding mission to “sort out” an unknown school, the daily drive added a physical dimension to her mental and emotional exhaustion.

“I will describe the emotions of a newly appointed head teacher. I have been in a difficult psychological situation, feeling a lot of emotions. I feel that the Ministry has practically abandoned me in another town and in an unfamiliar environment. I am missing

information, I am missing preparation and I am driving daily from Lake City to Hill City. Everything is unknown to me. I am on my own. I am a single person and they are many.” (PII)

Having been uprooted from her familiar environment, she had to put down new roots in a soil which had been cultivated in ways which were unknown to her. She sounded bewildered by the process. She could not understand why she had not been offered the chance to meet her crew before her new venture. Neither did she receive any substantial information from her predecessor. This would have given her the chance to get organized before her appointment. She was feeling insecure about how to manage a whole school without support, because her staff’s expertise was also unknown to her.

“Since you don’t know them, you don’t know who can support you in what. I am now acquiring experience with my staff which makes my survival very difficult.”(PII)

She felt helpless and distressed. She was not only unsupported by the Ministry in her venture “Mission Impossible” but also by her crew. All deputies were newly appointed and were also going through their own learning curve. How could she delegate responsibilities without knowing who could support her in what? She knew that delegating responsibilities to the wrong people would haunt her for the next 10 months.

“Even the district inspector can’t help me. I know that not even the Ministry can help me. I AM ON MY OWN.”(PII)

Feeling abandoned by everyone, she was the only person she could rely on to lead the school (Draper & McMichael, 1998). Moreover she missed a valuable day’s work once a week, because she had to attend CPD.

“There is something seriously wrong with the timing of our training. Novices are forced to go to NITPSL once a week

during a whole year and come back the next day to a school which is turned upside down. Besides, know-how is shared while we are already trying to save ourselves from drowning, swimming in deep waters. And although topics are very useful, they are delivered at the wrong time. Let's take for example conflict resolution. The topic was taught in December, but a head teacher may have to resolve conflict situations on the first school day. Our training should be offered before our appointment." (PII)

Having received no professional preparation from the Ministry, her expectations about the post were formed by her previous administrative experience and postgraduate studies in Educational Leadership. However, she was dazed and surprised to realize how theory was different to reality, and how she had overestimated many situations. Thus she experienced a reality shock. She was overwhelmed, because she had the ultimate responsibility about all school related tasks. Watching over a head teacher was different to being the head teacher. She was surprised by the volume and diversity of tasks she had to learn and manage (Spillane & Lee, 2013). There were not enough hours in a day to catch up with everything. The fact that she was accountable for everything that happened in her school put a lot of pressure on her to perform. She was the one who had the ultimate responsibility (Ibid). She knew she could not afford to make any mistakes. Not only was she becoming overworked (Rooney, 2000), but there was no end of the overload to see on the horizon....

"Theory is different to reality. I served for two years in the post of a deputy A. My role in my previous school was very similar to head teacher's duties, because I had to resolve many problems. However becoming a head teacher, I felt the difference. A head teacher has the entire responsibility for everything that happens in the school in the eyes of teachers, pupils, parents, PTA, LEA, staff and Ministry. As a deputy, you are far away from all these. I work so many hours, and even when I am not at school, I still

feel I have to work for the school. The only day I don't do anything for the school is what I call "My Happy Saturday". This is a kind of detox for me." (P11) (FTREL)

Penny was dedicated to her work. She showed commitment and exercised diligence. Despite her passion, she did not have much joy, because it was her passion which was leading her towards exhaustion (Day, 2001). Why else would she feel she could not keep going, unless she spent weekly a "Beetle School free day"? Experiencing emotional torture got the best out of her.

"Stakeholders expect head teachers to be strict and consistent, keeping clear guidelines. They also expect them to be dynamic and effective, able to establish discipline, resolve problems and evoke respect in others. They expect them to remain at their disposal at any time, a reason why they don't consider it important to make prior arrangements. Parents storm in the school without making prior appointments for trivial issues, and they anticipate that I resolve EVERYTHING. They demand that head teachers are able to control their children, something they even admit not being capable to do themselves. According to my job description, "the head teacher is responsible for the orderly operation of the school." This is so vague that it includes just about everything. All people want something from me and they are exercising pressure on me. I am single person and they are many." (P11)

Everybody expected Penny to attend to their issues and give answers immediately (Spillane & Lee, 2013). Compared to previous roles, becoming the head teacher involved a much higher social aspect and increased diversity. Thus, Penny had to deal directly with all school stakeholders (Ibid). The unpredictability of her school life did not allow her to organize her daily agenda, neither to make plans, nor stick to schedules or foresee all happenings (Ibid). Despite the fact that people around her showed no respect, they still

expected her to remain at their disposal at all times (Draper & McMichael, 2000). She felt like an object which served others as required (Daresh, 1993).

“This is a difficult school with lots of problems. The playground is so difficult to supervise, that we need the cooperation of all teachers. Besides, I am forced to “babysit” pupils with lots of behavioural and psychological problems, which are becoming worse due to unstable families and financial drawbacks.” (P11)

Penny was not only distressed with pupils and their families, but she was also becoming frustrated with her teachers (Daresh, 1987). She could not believe, neither what was going on around her, nor what was happening to her. She could not believe that her values, which were so obvious to her, were new to Beetle School culture, which was the Small Culture (Hofstede, 1984). Even more so, she was very surprised to see how some teachers were unwilling to take responsibilities for their role and themselves. Additionally, their mistrusting attitude towards her and her values was turning her life into a nightmare (Theodosiou, 2015).

“I spend a lot of time dealing with some teachers who don't want to work. I regret saying this, but in many cases it is this kind of teachers who create problems in schools. Some don't even bother putting boundaries to pupils, because they can't be bothered to get into an argument with them. I believe that those teachers shouldn't be in schools. Despite them having the most shortcomings professionally, they are supported by the unions. Not only that, but they hide behind anonymity while they are critical of school management and leadership. Thus, I have to deal with a lot of system weaknesses. If colleagues felt that their position was at stake, they would definitely try harder.” (P11)

Penny's disappointment, deriving from the attitude of some teachers who were ignoring and disrespecting others, turned into frustration and despair

(Theodosiou, 2015). She could not understand how others could operate this way. She felt she could not trust them. But neither did she have the impression they trusted her. Feeling scrutinized by her environment (Blackmore, 2004), she preferred to withdraw herself. The lack of support for novices within the CES was mirrored in her school. Nobody was backing her up. She was standing there alone, seeing her staff as untrustworthy and unprofessional. Moreover, she was still living in the shadow of her predecessor of whom she was constantly reminded (Rooney, 2000). She realized how in order to be accepted, she first had to overcome the remnants of her predecessor which were reflected in the laissez-faire culture she inherited.

“They told me that last year things were different because the head teacher was the whole day outside, supervising the playground and walking in corridors. How come then I inherited a school without discipline.....? So, is this their perception how head teachers establish discipline in their schools? Things have to change. But changing culture takes time....”(P11)

Assessing central values and beliefs, she gained awareness of the situation. She came to the conclusion that school culture had to change. However, Penny knew that transforming the existing relaxed attitude into a framework of discipline, was a difficult and stressful procedure (Theodosiou, 2015). Each day new problems appeared from nowhere and the pile of ongoing negative surprises outnumbered the positive ones. The situation set Penny in a permanent state of shock and distress.

6.2.2.2. GASPING FOR AIR

Trying to make sense of her environment, there were moments when Penny was getting very impatient, because things were not moving forward (Tschannen-Moran, 2014).

“This is a school of 500 pupils and it doesn’t even have a hall for presentations, not even a hall for entertainment, not even a proper library.... So, when a teacher is absent and the pupils have a free lesson period, I haven't got anywhere to accommodate them, I can’t even organize parent seminars....When I asked for permission to renovate an empty space within the building so that I can transform it into a secure children entertainment room, my suggestion got rejected. When I asked for the supply of microphone equipment, so that I could communicate with the pupils in assemblies, my suggestion got rejected. The excuse I always get is the lack of funds. The result is that I can’t establish proper communication with the pupils. So, they don’t feel part of a team, our team. Some don't even acknowledge my existence, let alone RESPECT me. Hence, I avoid calling assemblies, unless it is absolutely necessary, even though an assembly in itself is a pedagogical tool. Those were just examples of things I have asked for and never received.”

(PI1) (FTOPE) (TRLMOD) (TRLMAN)

Penny was trying to establish communication with all stakeholders. She had the courage to work towards change, using reflection on words and actions while establishing a culture of discipline. Although she had come into terms with the fact that the Ministry did not care, she was distressed to realize that PTA and LEA did not care much either. She had hoped that, for the sake of their children, they would at least appreciate her strenuous efforts and eagerness to improve school premises. However, not only they did not share her enthusiasm, but they were also indifferent. Realizing day by day the magnitude of the challenge she took on, Penny became desperate (Theodosiou, 2015). She was feeling ignored, abandoned and lonely (Ibid). Although she was seeking appreciation badly, nobody seemed to make the slightest effort, let alone share her enthusiasm, conscientiousness, thoroughness and attentiveness (Daresh, 1987). Moreover her anger with the CES and its dual policy standards was

accumulating. Yet, her personal integrity and dignity prevented her from seeking justice.

“I suddenly found myself in an unknown environment. This puts me in a more negative position compared to my colleagues who remained in their home town or their Lyceum which they already knew. Nobody likes it, but when you are at the position of a head teacher, you go where the vacancies are which is quite unfair. Although this is unofficial, head teachers originating from Hill City are appointed in their city’s Lyceums while all others in Gymnasiums. Women are generally considered as more tolerant in issues of discipline. However, there are also other gender issues. As school inspection and principalship of Lyceums is considered more prestigious, more men are appointed at those positions. Besides, men get extra points for promotional purposes simply by having served in the army, which has nothing to do with their competency. The inequality women experience in our system is not obvious. In spite of it all, I see that being a female, I can show my emotions. In this sense, a male head teacher could feel uncomfortable showing emotionality, because our society expects men not to cry.” (PII)

Penny felt entitled and capable to lead a Lyceum, but gender bias placed her at a disadvantaged position compared to her male colleagues. This caused her bitterness.

“However, I am not complaining that I was transferred to Hill City. I am complaining that I had 7 years rural service, and now being promoted, I am punished, because I have been transferred out of my home town again. I feel bitter about the way I am treated by the system. I am obliged to spend 500 euros monthly on fuel, while other colleagues with similar work records managed to stay in their home town by showing false doctor’s

papers, using other dishonest tactics or their connections in the system. Besides, no differentiation is made between head teachers, because they are all considered in the same way, irrespectively of how much effort they put into performing their professional duties. On top of everything, we all receive the same evaluation. Some are even more favourably cared for, because they have "powerful" connections and favouritism with the union or political parties. It seems that our system remained backwards." (PII)

Penny felt unfairly treated and underprivileged by the system and its wilful blindness. Not only was she deprived of justice and professionalism, but she was also treated as an object, an "IT". Additionally, there was also a monetary cost attached to this discrimination. However, she made a point how she was not complaining about this. Instead, it was rather the injustice that caused her bitterness and anger. Unable to change the situation around, her resentment affected the way she approached her environment. Since powerful negative emotions can muddle thinking decreasing awareness (Le Doux, 1998), they prevented her from seeing clearly and recognizing, that there were also conscientious teachers. Most probably she had been focusing on the non conscientious ones and the negative side of her experiences in early headship.

"I have never refused anything to anyone. I accept staffs' excuses for sickness and lateness, and this and that.... And then, I hear that they accuse the school management for not enforcing adequate discipline in the school. They don't even acknowledge that they have their own share of responsibility and that they are also part of this school. It upsets me that they don't appreciate my efforts." (PII) (FTBEN)

A rebellious voice inside her could not hide her grievance and indignation for dual standards. While she was trying to do the right thing for everybody,

nobody treated her in the same way. So, some teachers were neither appreciating her personality nor her capacities in her role of the head teacher.

“But I put so much effort and give so much attention. Unfortunately, I see that the response around me is not always the one I expect. And although I know it, I must confess that it disturbs me. I know it is not my fault. This is the way people are. What upsets me most is ingratitude..... and I have never refused anything to anyone.” (PII)

Penny’s frustration turned into a wound (Ackerman & Maslin-Ostrowski, 2004). While she made strenuous efforts to make everybody feel appreciated, supported and respected, she was unappreciated, unsupported and disrespected. Puzzled about what she was doing wrong in her role of the head teacher, she desperately sought to feel respected and adequate (Day & Bakioglu, 1996).

“I respect them. I have never insulted or derogated anybody. And even if I upset anyone with my behaviour unintentionally while being stressed out during a crisis situation, I have asked for forgiveness.” (PII) (FTHON)

Regardless of how she felt, Penny stuck to her values. She insisted on showing integrity, telling the truth, accepting responsibility and remaining real. She refused to carry her resentment away and retaliate.

“I believe that the only way to keep your internal balance is to do what will make you sleep quietly at night, that is, if you are happy with your conscience and you haven’t been unfair to anyone. I feel comfortable with myself if I know that I did whatever needed to be done, that I have protected my staff, that I haven’t been unfair to any child, parent or other related party. Actually, when I feel that I have done the best I could. This gives

me peace. Overall it is a matter of having your conscience at peace.” (PII) (FTBEN) (FTHON)

Moral purpose was one of the primary forces which guided her passion to lead, to ground herself and make a positive difference in the life of children and teachers of her school (Sugrue, 2005). She was trying to overcome feelings of anger, irritation and disappointment by changing her point of view. This enabled her to put her bitterness aside, detach herself from the situation and stop taking things personally (Ackerman & Maslin-Ostrowski, 2004). She accepted that the situation she was facing was an endemic situation within the CES and possibly a cultural issue.

“In the CES the head teacher is exposed to a lot of pressure, being not only forced to do 500 things at the same time, but do them well without having any rights or support. Head teachers have only obligations. I will only mention the treasury of the head teacher and how I am not entrusted to manage it. The Ministry always claims that my responsibility stretches from the slightest incidence, like a nose bleed of a pupil, to everything else that happens in my school. I have knocked thousand doors to assure financial support in order to improve my school’s conditions. And during such times of financial crises, when I seek support for the school, I get to hear that no funds are available. There are no tools and no driving force. It is only about obligations and responsibilities. Responsibilities and responsibilities and nothing else... So, I feel like the lonely warrior who is fighting to resolve school problems in a hostile environment.” (PII)

Daily incidences reminded Penny of the magnitude of responsibilities she shouldered. Shifting perspectives was helping her at times. At others, her bottled up emotions were suffocating her, causing her frustration and despair (Theodosiou, 2015). Moreover, some teachers had a provocative attitude which

was driving her insane. Although they were the ones with the most shortcomings, they were also the ones who mostly ignored her and sabotaged her strenuous efforts to make a difference to the school (Ibid). Penny was not happy with their attitude, because it demonstrated lack of accountability and responsibility. They were disrespectful towards her and resisted changes she wanted to introduce to the school (Daresh, 1987).

“I put extra efforts in writing a text with instructions how to sell the school calendars. Income from their sale was intended to raise money for our school’s welfare. I gave the instructions to all teachers who took on the responsibility at the beginning of the school year to be the pastoral teacher of a class. What do some of them do? They go to their class and, instead of following the given instructions they tell pupils that they were forced to buy the calendars. So, those teachers didn't even bother spending the time to read my instructions. Thus, they didn't present the benefits of buying the calendars. Instead, they irritated the pupils with what they said. In contrast, other teachers who followed my instructions encouraged their pupils and managed to sell all calendars. Both categories of teachers were given the permission to teach two teaching periods less weekly to compensate for their responsibility of being the pastoral teacher and having responsibility for a class. So, the first group of teachers didn't only fail to meet their accepted responsibility, but they also destroyed my work. Thus, next year I will choose wiser amongst them.” (P11) (FTBEN) (TRLMOD) (TRLMAN)

Penny was extending good will to pupils in need and modelling norms with her actions (Tschannen-Moran, 2014). Although she knew she had the discipline, drive and willpower to make a difference in her school, lacking the tools and moral support to achieve her goals was crushing her. Her frustration was

increasing in leaps and bounds turning gradually into anger, corresponding to the phases of the General Adaptation Syndrome (Arnold et al., 2005).

“I experience a series of difficulties. I feel strong emotions for different reasons, like for example intense anger. There are many emotions, but mostly it is anger that I had to manage.” (P11)

Her generally happy and joyful nature was slowly but surely giving way to dissatisfaction and disenchantment. Each time her anger was rising like a storm from the bottom of her heart, she had to manage it. She could not afford to show others how unhappy, irritated, angry, bitter and desperate she was. She had to gain their trust. She needed to feel their love and acceptance. After all, she was in her initial trust building phase, aiming to project the best of herself. She could not afford to give others the impression that she was not a pleasant and carefree personality. So, she suppressed her turbulent emotions trying to hide her internal turmoil. Moreover self-pity became her oxygen, but nobody around her noticed, because she had learned to breathe without a gasp. She chose to wear a “happy camouflage”. Thus nobody recognized what was going on inside her. Nobody noticed how hurt she was. She believed firmly that her followers should have never recognized any of her weaknesses or vulnerabilities. She did not want them to lose their confidence in her. However, in her efforts to inspire others from the position of a leader, she ended up applying immense Emotional Labour.

“I didn’t want to oppose, so that I don’t create any reactions. Thus, in order to keep up balances in a hostile environment, I have to put up with a lot. I am trying to remain calm. This implies a high sentimental charge for me. This tortures me, because I am avoiding at any price to come into an argument with anyone, because this is wrong.... So, I devote a lot of time coping with problematic teachers who don't have the slightest motivation. And despite the fact that this stresses me out, I

constantly have to please and convince them in my efforts to motivate them.” (P11) (TRLCOA)

Her torture, which mediated her trauma, showed how Penny was going through self-sacrifice, holding on her moral purpose to guide her through difficult moments. Her self-imposed “camouflage” demanded such an intense Emotional Labour, that at times it was getting the best out of her (Beatty & Brew, 2004). Although she had always been a confident professional, she was lacking confidence to face the world (Draper & McMichael, 1998). So, silence became her most powerful scream. Since she had always been used to speaking up her mind and voicing her opinion, by keeping her emotions inside, she ended up imposing a very difficult assignment on herself. The result was that she found herself under very strong emotional suppression, becoming a stranger to herself. Besides being at war with her “exterior”, she also got into war with her “interior”.

“The problem is the rumours going around. I always find out about them at a later stage. They come from parents and colleagues, because they can’t possibly know what I daily go through. This year has been a very painful experience for me.” (P11)

Yet when there is frustration and anger, there is always pain underneath. She was wounded to hear what people were saying behind her back (Maslin-Ostrowski & Ackermann, 1999). Their attitude was very different to her forthcoming personality. One of the worst kinds of pain is when you are smiling just to stop the tears from falling. Transition can be a painful experience when resistance builds up between stages of mobilization (Daresh, 1993).

“Although many teachers appreciate our relationship, I am upset with the ones who don’t. I know that such people exist. It seems that a few didn’t appreciate my kindness this year. They

considered me as a weak personality. It seems that some people have an unappreciative nature. And although I know it, it disturbs me. Sometimes I don't know how to save myself because I am a sentimental person.” (P11)

Being a straight talker and sensitive person, Penny faced difficulties to deal with some teachers who had a different nature to hers. Her wounds were not visible, so her pain remained right there, beneath the surface. There were moments when she asked herself what the point was for enduring this pain. She simply did not want to be neither at this school nor in this town. Most probably she was resisting her own adaptation (Maurer, 2010). Despite being surrounded by people, while trying to keep it all together, she ended up feeling like the loneliest person in her own school. And the less she opened her heart to others, the more her heart suffered.

“I feel I am in an ocean. I feel that I am swimming in troubled waters. I am under the water, and when I manage to come to the surface, there is no coastline in sight. My role is a lonely role. I have nobody to trust. I am here fighting from zero, in a school where nobody knows me. NOBODY. This is torturing me. The relation to my staff is very important to me. The reason I feel embittered, is the fact that I am fighting alone in an unfamiliar environment. Sometimes I am asking myself: why am I here? Why do they behave the way they do? What am I doing wrong? Honestly, I am going through a very difficult year.” (P11)

Penny felt she was living in solitariness. Having nobody to turn to for support within the system, she sought help from a former head teacher with whom she had previously worked with and who acted as her confidant (Theodosiou, 2015).

“My last superior head teacher advised me to stop myself from acting spontaneously. He told me that becoming a head teacher,

I would see and hear many things. Before speaking out, I would have to control myself, because everything I would say would be screened closely by others. Since what I say could be perceived in a totally different way than my intention is, I had to be very cautious of what I say. He was absolutely right. Having a spontaneous nature, I thought of him on many occasions. It is not that I hesitate to tell the truth, but I don't know how it will be perceived. I always keep his words at the back of my mind.”
(P11) (FTHON)

Knowing Penny and the demands of her new position, her previous head teacher was coaching her through early headship.

“My previous head teacher gave me the following advice: You will see and hear a lot. But you should “press the brake pedal”, as if you were driving a car, as often as possible, in order to restrain yourself from acting spontaneously.” (PI)

Although his advice was very valuable and crossed Penny's mind several times a day, it could be considered in various ways. Spontaneity, being linked to a natural impulse or tendency to disclose emotions, could be associated with female attributes and gendered issues in leadership, as discussed in Chapter 4 (Fuller, 2008). Besides, revealing involuntarily information could be perceived as inability to maintain control over a situation. The vulnerability could be linked not only to gendered issues, but also to dissonance with the culturally expected image of “the serious and powerful leader”.

In any case, Penny had difficulties suppressing her nature to fit into the culturally perceived social image of the “leader's profile”. Being a straight talker, speaking hard truths and having a spontaneous nature, she had difficulties acting otherwise. Despite adversity and hardship, she could not give up on her vision and continued fighting tooth and nail to survive, while trying to hide behind the “leader's mask”. She demonstrated true strength, dignity,

resilience and perseverance. She smiled when she wanted to cry and laughed to hide her pain. She was determined to keep going no matter what. And although she comforted herself, saying that everything happened for a reason and that one day this pain would make sense to her, she often asked herself what this reason was. While on the one hand quitting meant giving up forever, on the other hand if she carried on, her pain could become her power, as every challenge represents an opportunity for growth. While the modelling of her willpower as a leader exercised pressure on Penny to persevere through adversity, it was also pushing her to increase her resilience (Warner & Esposito, 2009).

6.2.2.3. FINAL COUNTDOWN

When everything falls apart, it all comes back together again. So Penny, by walking the hardest walk alone was forced into new behaviours. While feeling unsafe to disclose her true feelings, at the same time she felt needy. Finally, her bottled up emotions took over and she felt like sharing herself with the world, unleashing her emotional being and putting down her burdens.

“There were some moments when I was so emotionally charged, that I caught myself doing things I normally don't do, because I am an introvert. Although it is not part of my personality to disclose myself to people I don't know well, I felt the need to get support. I had to open up to the deputies, otherwise I would suffocate.” (PII) (FTOPE)

Penny, being overwhelmed by the intensity of her suppressed emotions, found a positive way to release them. Her need to get connected, be liked and appreciated enabled her to start sharing her inner world with her deputies. Opening her heart ignited a flame in her, and the situation began to change. She started accepting her new environment and overcoming her own resistance, finding ways to communicate in the “language” of her crew. Reflecting on

situations, she changed her focus. Leadership is not only a way of thinking and acting but also of communicating. Her change in attitude changed the dynamics of the group. She oriented herself towards openness and shared her emotions with her staff which brought both parties closer. Apart from sharing her internal world, she also shared her external world, increasing collaboration with people around her and delegating more tasks to deputies.

“Slowly, slowly time is needed for both of us to build a relationship. I believe my relationship with the deputies, the party I am closer to, is very good in terms of our work. This doesn't mean that we talk about everything or that we are close friends, but that we definitely respect each other.” (PIII) (FTOPE)

Establishing open communication, Penny became more confident to share more information and decision making. Since transforming school culture was a long and effortful bi-directional process, she introduced changes gradually. So first, Penny took on change herself by adopting new behaviours in order to survive in her new environment. Although she had never let strangers close to her, she was forced by the circumstances to open up to people she did not know. Despite the stressful experience, she survived the difficult assignment by challenging her limits, instead of limiting her challenges.

“I consider this year as a challenge to learn new lessons. I already know that there are things I have done today but won't do tomorrow. I am wiser now and next year it will all be better.” (PII) (TRLMOD)

Most probably the moaning and negativity of teachers during the early stages of Penny's transition were their expression of their resistance to change (Daresh, 1993). She could have also ignited opposition and anger, through the expression of her personal resistance, while going through her own learning curve. Despite adversity Penny remained optimistic. While reflection enabled

her to navigate herself through troubled waters, resilience gave her the strength to come out of hardship wiser. She reviewed actions and reactions and grew out of her mistakes. Although her perfectionism led her judgement, she slowly learnt to move away from her standpoint. By demonstrating flexibility, she engaged Emotional Understanding to follow how teachers were feeling (Stein et al., 2000). So, both parties got closer to each other.

“Considering my staff, sometimes I have the impression I am dealing with a group of children. They simply don't want to move from their standpoint, because it is comfortable there. I believe that their rigidity derives from their unwillingness to leave their comfort zone. However, I realize that I shouldn't be judging others according to myself, which is a difficult thing to do, because we all measure others against ourselves. After all, there may be parameters associated with the personality of others that I am not aware of.” (P11) (TRLCOA)

Through reflection, Penny reassessed her assumptions, demonstrating willingness to work on herself. She realized that her staff's professional conceptions about leadership must have derived from their lack of experience of strong headship. The application of Emotional Understanding enabled her to comprehend others' point of view.

“The behaviour of my pupils in puberty shows how immature they are, how many mistakes they make, and how much they are unaware of them. They don't realize what they do and the implications of their actions. However, there is always an adult's influence behind the way they conduct themselves. Of course, we don't know what these families go through in their personal life. So actually, you have to consider all human parameters.” (P11)

Argued from a constructivist perspective which was discussed in chapter 2, by shifting her mind, Penny turned the situation around, because she realized how her attitude towards others determined their attitude towards her. In some cases, her expectations of others could have derived from her own projections on them, which could have presented the reason behind her disappointments. She was expecting more from others, because she was simply willing to do that much for them. So most probably, she was judging others by own standards. She realized that peace begins where expectations and projections end.

“Maybe at the beginning it was the unknown. I expected too much. Now I realize how I overestimated things...” (P11) (TRLMOD)

Reflecting on her actions, she acknowledged that in some ways she was still having difficulties letting go and was still choosing to live more in anticipation than in reality.

“I have difficulties accepting and handling a laissez-faire philosophy, because I am so different. I can't even imagine how somebody can operate this way. However, I came to a point where I accepted the fact that some people are the way they are.” (P11) (TRLCOA)

A challenge Penny faced was the coaching of some teachers (Theodosiou, 2015). In order to gain “allies”, as discussed in Chapter 4 during the trust building process, she had to introduce openness and change her attitude towards teachers (Tschannen-Moran, 2014). So, this would set the right conditions to change the situation around. She had to face them like they would be the ones who would make the difference to the school. The more she inspired them, the more they would be inspired to make a difference. And people who feel appreciated are more likely to offer voluntarily more than what is expected from them. Thus by shifting her point of view, not only did she accept them, but she was also accepted by them. The shift transformed the

behaviour towards each other, making both parties feel emotionally safe contributing to establishment of authentic trust (Ibid). Penny was developing step by step from a manager to a trustworthy leader.

“What does successful mean? It means accepting and being accepted by your staff and other related parties. In order to be accepted, I believe that successful leaders ought to have a certain influence on staff which should be positive. Otherwise, leaders can't convince followers of various school related matters.” (PII)

Although teamwork makes the dream work, the vision becomes a nightmare when the leader has a big dream but no team. So, Penny made conscious efforts to accept the shortcoming of her teachers and work with them. During this process, she did not abandon her vision, but instead recognized that she needed “allies” to realize it. Becoming aware of how she needed their full cooperation, she was forced to find alternative ways to approach them. Change does not come easy, and despite saying that time changes things, Penny actually had to take it first on her. Thus, her success consisted not only from achieving her own personal growth, but also from supporting others to grow with her. She realized how overcoming resistance and changing culture was an effortful and slow process (Maurer, 2010).

“I acknowledge their competencies and take the necessary steps, so that I don't remain exposed, in case something goes wrong. Thus, I take it from there. I believe that humans need time to adapt, so I take one step at a time. Even research says that changes come slowly. Although culture change is possible, it is not an easy task. It requires time and patience.” (PII)
(TRLCOA)

Gradually Penny got to know her teachers, gained experience on how to approach them, realized who is who and what is what, while she accepted to

work with their strengths and weaknesses. By changing her point of view, she improved her coaching skills. Although at the beginning she overestimated things, she gradually adjusted herself to reality. Just because it took longer, it was not too late to “live happily ever after”. And despite the fact, that she felt awkward and uncomfortable moving out of her comfort zone in order to acquire new behaviours, she was slowly adapting to her new environment.

6.2.2.4. WELCOMING EACH OTHER ABOARD

By the second year, conditions fell into place and people began to cooperate and share a common spirit. The scenery at Beetle School became very different. Disconnectedness gave way to connectedness and Penny had completely let go of her isolation.

“Each morning, since I don’t like drinking my coffee by myself, I take it and go to the office next door where all the deputies gather. During our coffee break we discuss what goes on in the school.” (PI2) (FTOPE)

The difference was obvious to everyone. Teachers noticed the unity and solidarity within the management team and the emotional support that was given to Penny.

“She seems to have a strong relation to all deputies.” (PAI) (FTOPE) (TRLCOA)

“She has people around her who are reliable and helpful. Deputy A has a peaceful nature and supports her emotionally in times of turmoil.” (SOI) (FTOPE)

Finally, Penny established open communication with her deputies and shared important information. It seems that when you work hard and you are a

positive person, things fall into place through emotional alchemy. Thus, staff at Beetle School became finally a team. After a turbulent year, they got to know each other well enough to build a climate based on appreciation, support and respect.

“My staff knows me very well. Since I have an expressive face, my deputies pick up just by looking at me if I am upset or not feel well. Lately at a teacher's meeting, I admitted to my teachers, how I anticipated them to know me well enough to recognize, that there is always a reason behind my actions. My teachers told me that, even when I was making remarks and was upset with them, they knew I didn't mean anything personally or in a bad way. They knew that once said, I would leave everything behind me and become the old warm and kind hearted person I had always been. They knew that I acknowledged and apologized whenever I was wrong. They knew that my motive was to be always fair with all of them, and this is exactly what they appreciated. I believe the key to success is personality. Those things can't be taught. It is the personality that aids people succeed in life. Although the one or the other is lacking competencies, the main thing that matters is that a person is good hearted.” (PI2) (FTHON) (FTOPE) (TRLCOA)

Transparency, equality, care and value- led leadership formed strong bonds between Penny and her deputies. Reflecting back on the first year, Penny felt she was harvesting in the second what she had planted with a lot of pain in the first. Her resilience helped her survive well through adversity.

“I think last year, when we had our first interview, I told you how I felt I was swimming in a rough sea, trying to get daily on top of everything. I was constantly tensed, battling to survive, being troubled how to respond to the daily challenges. I was sensing that my tensions and worries were more than my joy. I

managed to survive, because I am used to coping with demanding situations. I rely on my abilities. I believe that human capacities are endless. Psychological strength is a combination of many things. I didn't have an easy life. Those experiences made me strong, tough and self sufficient.” (PI2)

Even the tone of her voice and traumatic expressions were replaced by smooth ones. It was obvious that Penny was more relaxed, feeling comfortable in her environment. Moreover, despite being entitled to a transfer after her second year, she cancelled her request for home relocation and chose to stay for a third year at Beetle School.

“Although I rented an apartment here in Hill City in my second year, which adds extra costs, I am still driving to Lake City twice a week to see my family. Even though this tires me, I decided to stay here for a third year. I feel that my time in Beetle School is not up yet. We do have our problems, but I know I can handle them. Now that I have more points, in case I would be transferred now, I would displace other colleagues from their school. Due to ethical reasons, this is something I want to avoid. Neither do I want others to choose the school I am being transferred to. Nevertheless, I believe that in order to show how efficiently a school works, a head teacher needs to stay at the same school for at least 3-4 years. I even wish I would never have to change school again. I am not necessarily talking about Beetle School. I need 4-5 years to make a difference to a school. What upsets me is the nature of our system, because I know that I am just passing from one school to the next.” (PI2) (FTREL) (TRLVIS)

Despite adversity, Penny remained committed to her vision and managed in the end to make a difference to Beetle school. She had a passion for her work. She was happy to work in an environment, where she felt loved and appreciated. It

seemed that positive emotions were fuelling the working environment at Beetle School, circling among its members (Fredrickson, 2003). However, Penny was prioritizing her school over her personal life (Sachs & Blackmore, 1998).

“I managed to adapt gradually in my new environment. The school is my life, not because I chose it, but because it fits my personality. I get daily so wrapped up, that I forget to follow up medical appointments, as if my personal life becomes my last priority. But this is not my choice. From the moment I have so many responsibilities, I can't operate in a different way. This is my personality. However, when I reach a point that I am dragging myself, I give myself or my body the time, before it takes it rather on its own. Nevertheless, in order to be a head teacher and respond to any educational system, you have to be someone who is aware of the demands and responsibilities associated with your professional role. In order to fulfil the obligations you take on, you have to operate with abnegation.”
(PI2) (FTREL) (FTCOMP) (TRLMOD)

Through her actions, Penny showed that her primary motive was her goal and not her role. And although her role at the beginning highlighted her function as a manager, by the second year she matured in the position and became an effective leader. In the following section, I will follow how the relationship between Penny and teachers developed.

6.3. SECOND SECTION

WHILE COMING TOGETHER IS THE BEGINNING AND KEEPING TOGETHER IS PROGRESS, WORKING TOGETHER LEADS TO SUCCESS

In this section, I focus on the process of trust building and trustworthy leadership. For this purpose I classified data according to three chronological phases. The first phase, “Coming together is the beginning”, describes the initial phase how head teacher and teachers experienced each other when they first met. The second phase, “Keeping together is progress”, portrays how each party got to know the other by testing each other’s limits. The third phase, “Working together leads to success”, identifies key contributory factors and behaviours in the harmonious relationship between Penny and teachers, once trust had been established.

6.3.1. COMING TOGETHER IS THE BEGINNING

Penny was appointed as a head teacher in Beetle School, so stakeholders presumed that she was capable of leading the school. Coming to her new school, Penny was expecting a different attitude to what she was used to, because Gymnasiums in Hill City had the reputation of being more relaxed than in other towns. Similarly, teachers expected Penny to be different to what they were used to, because coming from Lake City they considered her as an outsider.

“We may be in the same country, but the mentality is different. We, in Hill City, have the reputation of being much more spontaneous and relaxed.” (SI)

Penny felt disadvantaged, because she had not been furnished, neither with adequate information about her school nor its staff before her new venture.

“I didn't know them and I had no previous information about any of my staff. Their mentality is definitely different.” (PII)

Thus, the Novice and teachers found themselves in a newly formed professional relationship being unfamiliar with each other. They only had limited reference points to fall back on in order to build provisional trust (Tschannen-Moran, 2014).

“I recognized that some staff members were facing me at the beginning as the big “unknown”, and I realized how I found myself in an unfamiliar culture.” (PII)

Not having met until the first school day, the expectations of each other were shaped by previous professional experiences and cultural aspects. Provisional trust facilitated collaboration between them in the anticipation that their expectations would be met (Tschannen-Moran, 2014).

“I didn't know them, so I didn't know myself who could support me in what. I had to give it a chance, to test and get tested.” (PII)

So, during this initial phase, each party was stretching its feelers out to assess the other. Small gestures were coming a long way, as teachers in Beetle School were gathering their information about the trustworthiness of their new leader.

6.3.2. KEEPING TOGETHER IS PROGRESS

On the one hand, cultural differences portrayed the Small Culture at Beetle school to be more relaxed than Penny had anticipated, based on her preconceptions. On the other hand, teachers observing their new head teacher were surprised to see attitudes they were not used to.

“Our head teacher works very much. She is a workaholic! I hear she leaves school at 3.30 everyday and then travels to Lake City. I have already worked at 5 different schools, and so far I haven’t seen a head teacher working so much.” (SI) (FTCOMP)

Obviously, Penny set unusual standards for her teachers. Cypriot Schools operate from 7.30-1.30 and most head teachers leave by 2 pm the latest. Some head teachers may even leave before the bell rings. So Penny was very unusual. While the teachers were shocked to see how much Penny worked, she was shocked to see how relaxed they were. Obviously professional standards, attitudes and most probably expectations were different.

However, since their professional relationship would be a close and long term one, Penny and teachers had to get to know each other on a deeper level in order to build trust and find a common ground to work together. This required openness, good will and flexibility from both parties. Unfortunately during the mutual testing phase, when all people present their best selves, Penny was not only going through Traumatic Discombobulation but also through other processes simultaneously. She was growing into her role in terms of Professional and Organizational Socialization; she was getting to know headship tasks and her staff; she was ensuring that the school ran daily smoothly; she was making sense of her new school; she was attending NITPSL; she was facing her own and her teachers’ resistance and she was building trust in her new environment. Despite the fact that teachers did not know what was going on behind the scenes, they recognized her tension and stress.

“During the first year she was stressed out all the time.” (PAI)

Regardless of how overwhelmed Penny was, she made conscious efforts to develop good interpersonal relationships to everybody.

“The relation to my staff is very important to me.” (PII)

Being overwhelmed and distressed while coping with all those processes, she felt she could not afford to show what was going on inside her (Sachs & Blackmore, 1998), Penny engaged in strong Emotional Labour. Being the new leader, she had to win minds and hearts to inspire teachers to follow her. On the one hand, she had to present a positive personality being cheerful, friendly, good hearted and pleasant, so that people could trust her on the personal level. On the other hand, she had to present a strong, courageous and capable personality who could lead people on the professional level. However, hiding her turbulent emotions behind the “leader’s mask”, made her very unhappy. Keeping the required facade to hide her vulnerabilities, Penny put additional strain on herself. The self imposed emotional suppression clashed with her spontaneous personality.

“I felt uncomfortable with myself, something which was very difficult for me to hide, because every time it comes up in my facial expression, in the way I talk and behave. I express my feelings and sometimes I think this is bad, because others simply read my emotions. Unfortunately, I can't even keep them inside. So when I feel angry and bitter, I will say it directly, otherwise it won't go away.” (P11)

“Mrs Penny is a direct person. There are colleagues who don't like working and don't even give a dam about anything that happens in our school. There have been many incidences, where they were wrong and had the wrong behaviour. They upset Mrs Penny and she told them.” (SO) (TRLMOD) (TRLCOA)

Penny was speaking hard truths trying to coach teachers and resolve conflicts. She was not in control of her school was making her feel unhappy. So, part of her turbulence was associated with lack of control. Being a perfectionist, she was not pleased with the way things were developing in her school. Coaching teachers was definitely a challenge for her.

“I go the extra mile doing them all their personal favours and they don't even bother fulfilling their obligations as teachers.”
(PII) (TRLCOA)

“She is a perfectionist.” (SOI)

Her stress and frustration were passed on to people around her through Emotional Contagion (Schoenewolf, 1990). Although her perfectionism urged her to set standards, in a maladaptive sense it was causing her anxiety, because she was often failing to reach them. As teachers were sensing her frustration, they were not buffered from disruptions, as discussed in Chapter 4 (Tschannen-Moran, 2014).

“Stress is the most intense emotion I see in her. She stresses out when something is not going right. She wants to be perfect at work.” (STI)

“She feels under pressure due to deadlines allocated to tasks. This stresses her out. She is a perfectionist. She likes details.”
(SI)

“I think she is stressed out. She is meticulous and she wants everything to be done in perfection. She stresses out until a task finishes, and then she is more relaxed. She has all required capabilities, but stress is something that she has to work on. She brings it out.” (PAI) (FTCOMP)

“We know up to the last detail what we have to do. In her attempt to do everything perfectly, many times she may pressure us. I felt that her stress was transmitted to me. This hasn't made me very happy. I wasn't feeling relaxed. I was feeling distressed. However, I see that she is trying to control it.” (STI) (AD) (CD)
(FTCOMP) (TRLCOA) (TRLMAN)

As many leaders live in a framework of high expectations, which are linked to performance, so did Penny (Blackmore, 2004).

“She is a person who sets high expectations of herself.” (SI)

Not only the relaxed attitude in Small Culture was not conforming to Penny’s standards, but different values were gradually coming up to the surface.

“It seems that the values I am trying to pass through my attitude are not the values of all my colleagues.” (PII) (TRLCOA)

The situation frustrated Penny, because she did not know how to approach her teachers in an effective way, because they were different and indifferent. As leaders take school matters personally, she got wounded (Ackerman & Maslin-Ostrowski, 2004).

“The emotions which will make me cry are like a boost. This of course is something I do alone at another time. But if I don’t cry, it will come out later as a rejection of my own people which is not fair to them.” (PII)

Feeling wounded and aiming to hide her vulnerabilities, she pushed herself in isolation. She was not living up to her self-performing expectations, or to what she perceived to be the “superhero” expectations of Small Culture. Thus, she strived to hide from the “spotlight”, so that others could not recognize her vulnerability. This pushed her emotions even further towards insecurity and inadequacy. She felt sad and vulnerable (Ackerman & Maslin-Ostrowski, 2004).

Cultural beliefs of Large Culture want members to distance themselves from situation with a negative impact, in order to maintain self-esteem and dignity (Mesquita & Walker, 2003). Penny aimed to hide those negative emotions at all costs. Being among others meant suppressing unhappy emotions. However

during the trust building phase, teachers were scrutinizing her in their efforts to get to know her (Tschannen-Moran, 2014). Being the school leader and in charge of the trust building process, she was expected to establish open communication and reduce resistance to change from both sides. Hiding impeded all processes. Not only did she literally hide behind walls, but she hid behind walls she built around herself, becoming almost unapproachable.

*“Last year she was more isolated in her office. She was insecure about things. This year she is much nearer to us.” (PAI)
(FTOPE)*

While her walls were preventing her from recognizing what teachers felt about her, some teachers could see through them. Feeling close enough to her, they were willing to offer their emotional support and empathy. No matter where leaders are, they are always “on display” (Maslin-Ostrowski & Ackermann, 1999).

“She has a demanding role. She is overwhelmed by responsibilities, difficult staff... and she has to know everything. In this school, not only the children are difficult to handle, but there are also many difficult situations to manage. We also have many problematic teachers.” (SO) (FTCOMP)

*“I take her place, I become now a head teacher, and suddenly I find myself in another town, in an unfamiliar environment and in a difficult school. Not only the children, but there are also many colleagues who create difficulties in our school. Although I know many of its problems, I am sure there are many more. In addition, the supervision of this school is very tricky. I see that the head teacher faces difficulties and needs the cooperation of all colleagues. This means that even if one of us during supervision doesn't do a proper job, we could all be in trouble.”
(SI) (FTCOMP) (TRLMAN)*

“Her work is very stressful. Last year she was extremely busy, running around, parents coming and going... She also has to stand up for everything she does. Many times, seeing her so distressed, I went to deputy A and asked whether I could do something to help. It is a big and difficult school to control. She has many responsibilities and many difficulties. The attitude of some colleagues, who don't give a dam about anything, frustrated her a lot. If I was at her place, I am sure I would be much worse.” (PAI) (FTCOMP)

Several teachers recognized and appreciated the hard work and competencies of the Novice. However while going through her trauma, Penny was isolated and covered in negativity. This situation impeded her from tuning into her environment. Being quite powerful, negative emotionality signalizes the necessity to draw immediate attention, because it is connected to survival (Vyas & Chattarji, 2004). So, she did not recognize how enough people around her cared and felt compassion for her. She was focusing mainly on the teachers she could not trust, due to their lack of professional practices and attitude. They were the ones she had most difficulties handling. Since emotionality is more powerful in a top-down direction, her emotionality could have also had an impact on the whole school (Beatty & Brew, 2004; Madera & Smith, 2009).

“If suspicion, narcissism and strong personal interests about the self, coming from some teachers were missing, I know that our school would be in a better condition.” (PII) (TRLCOA)

Being the leader, Penny had to coach the teachers towards change. Matters of trust, lack of teachers' competence and motivation were troubling her.

“This was at one of our first teachers' meetings, where I wasn't experienced enough and in a strict tone. I didn't demand things which weren't included in teachers' duties. However, it appeared too early, taking into consideration the long established laissez-

faire attitude in this school. For example, I expected teachers to keep pupils in classrooms during their lesson. I also addressed other similar issues and it appeared as if I was attacking them. One teacher stood up and started shouting how he was fed up of hearing me, because he had the impression that I assumed they were never doing anything right.” (P11) (TRLCOA)

Penny had lost touch with her surroundings not knowing when to push and apply pressure. However, the incidence was a double sided coin. While on the one hand it signalised how she pushed too hard and needed to back off, on the other hand, it could be viewed as test of trustworthiness. Scrutinizing their new head teacher, teachers were exploring her nature, testing her reactions and boundaries. The fact that a teacher raised his voice publicly to challenge her authority indicated that emotional safety existed in the school. So, trust building was progressing positively.

“This incidence stopped me, and maybe it should have stopped me. Thus, for a long time after this, I avoided exercising any criticism. Not only was I in an unfamiliar environment, but I had to take into consideration how those people were used. I should have gone slower. So, I stepped back and reflected about the incidence and proceeded with my decisions. After the meeting, I discussed the issue with the teachers I had already established good communication and whom I trusted. I explained to them my standpoint and motives. They channelled through my true intentions by bringing up the topic among their colleagues. I know that there are teachers who understand me and recognize the difficult situation in which I sometimes find myself due to existing shortcomings of their colleagues.” (P11) (TRLCOA)

By applying the “S.T.O.P. tool” (Gallway, 2000 as cited by Tschannen-Moran, 2014:68), Penny started slowly regaining awareness of her environment. She reflected on the incidence and considered it as feedback to her actions without

taking it personally. Thus she did not retaliate. The public challenge made her realize that, in her determination to make a difference, she had lost touch with her staff. She had not been emotionally aware of herself and her surroundings (Watkins, 2000). While the incidence showed that she pushed harder than the situation could tolerate, at the same time it offered an opportunity to reflect and realize how many teachers were by her side. She realized that she had “allies”. Although the situation showed she had not been listening, her actions of backing off and reflecting, indicated that she paid attention and respected the way they felt. It was an important “wake up call” for her, because as previously admitted, she wanted to have her staff by her side.

“You understand the emotions of teachers when you are among them, and this is something I try to do. This is not always easy, because it is a difficult school, and many times a lot of people come in and out of my office, plus we also have a lot of misbehaving pupils who are in the playground for many hours. I try to be in the teachers’ room and sit with them. Unfortunately, not as much as I would like to... I get my feedback from visiting the teachers’ room and from my deputies, but also from their feedback to my words and actions from their verbal expressions, their eyes, from their positive reactions, their facial expressions.....their responses to my announcements, from their complaining and moaning..... I want to hear the opposite opinion and the critic. I try to find it out how they feel. Through critic you get a lot of messages. I may even induce critic myself. I may ask: Please tell me what you think, even if it is hard, I want to hear it.” (P11) (FTOPE) (TRLCOA)

Penny established open communication which enabled her to adjust her approach accordingly after reflection. Working in an emotionally safe environment contributed to the effective resolution of discrepancies and conflicts.

“An older boy, strolling in the playground while holding a thread with a stone at the end, jumped into my class and threatened my younger pupils. I panicked, so I sent a pupil to ask a deputy to come to my class for support. Nobody came, because they were all in an important meeting with the head teacher. After the bell rang, I rushed into the head teacher's office and complained loudly how nobody helped me while I was in need. I told our head teacher openly how upset I was, and how hard it had been for me to be left alone to cope on my own. She apologized to me, saying how sorry she was to hear this. She hadn't realized how serious the situation had been. She comforted me and calmed me down.”(SOI) (FTBEN) (FTHON) (TRLCOA) (TRLMED)

Penny listened to this teacher, accepted responsibility and showed genuine concern for her. By processing feedback and adopting reflection, maintaining open communication in a framework of trust and discipline, Penny managed gradually to reshape school culture, a subject which was discussed in Chapter 4 (Parkay & Hall, 1992).

“Continuous reflection takes place every day. For example, I know how I will approach staff and pupils differently next year. I will be stricter in situations, where I have been too tolerant. Actually I won't be stricter, I will be firmer, because this year my kindness wasn't appreciated, and some even considered me as a weak personality. Although I adopt a humanistic approach in my professional practices, and I want to keep it this way, I also want to put some boundaries, so that people get the right messages.” (PII) (TRLCOA) (TRLMAN)

“It is my conscious choice to employ dialogue and discussion in order to resolve conflicting issues.” (PII) (FTOPE)

People could trust Penny because she was a straight, sensitive, honest, fair, truthful and direct. Her public face was her private face. This induced emotional safety in stakeholders with the result that Penny gained their trust.

“I am a very sensitive person and when there is something which upsets me, it is not easy for me not to show it. I am a straight person. It bothers me to keep things inside. They sense it all: my joy, my happiness, my sadness, my disappointment.... I am spontaneous, and as long as I can manage it without causing any kind of harm to anyone, I feel comfortable. I can't do otherwise. Only the idea, that I have to wear a mask so that people don't recognize what is going on inside me, makes me feel very uncomfortable.” (PII) (FTHON)

“She is a spontaneous. You see everything. She even admits it herself how spontaneous she is, and how she expresses everything. I see the honesty with which she works and how direct she is. I appreciate our head teacher very much.” (PAI) (CS) (FTHON)

“I believe that generally our colleagues don't have a problem working with her. She is direct. She is very direct. This is very important. She doesn't do anything with the intention to convince you, but because she feels this way. Everything she does is because she believes this is the way it should be done.” (SI) (FTHON)

Penny had already demonstrated accountability and genuineness through transparency between her words and actions. She did not adopt manipulative practices or pretend to be somebody else. Therefore, she was perceived as authentic. She exhibited benevolence, care and extended good will by being supportive to teachers during dramas in their private life. Trust and authenticity

were discussed in Chapter 4 (Tschannen-Moran, 2014; Bryk & Schneider, 2002).

“Despite her young age, she takes care of all of us. I see the honesty with which she works and how straight she is. She appreciates and understands people and honours our human integrity. I had a problem last year. I lost both my parents. I was touched by her kindness, understanding and interest. I talked to her. She even told me on the phone “take time off and stay home, we stand by you.”(PAI) (CD) (CS) (FTBEN) (TRLCOA)

“I was worried about this sick teacher all the time while she was teaching in her class. At that day, I also had an inspector whom I had to accompany everywhere. I was worried that my teacher would faint or vomit any moment. In the end, I couldn't help it. Despite her objections to stay at school, I took the initiative and called her husband myself. He picked her up. I told her that she wasn't allowed to come the next day but stay at home to rest, and come back whenever she was healthy again. In another case, a teacher, whose mother was approaching death, came here in my office because, as she said, at home she had her daughter and her mother. She couldn't cry in front of them. I comforted her, telling her my personal story and how I had to survive, losing my father and my home at the age of 11, when we became refugees. Only my mother and my sister remained from my family. I told her that she could take time off. Although the absence of teachers implies complications to the smooth operation of the school, because this allows for pupils to stroll unsupervised in the playground causing disruption, in such serious matters like death, I can't say no. Similarly, I allow for nursing mothers or colleagues, who look after their aged parents, to come to school later or leave earlier. At the

beginning of the school year when we were discussing the school schedule, I gave instructions to make such arrangements. This allowed affected teachers to start work later than others. They were also exempted from covering for absent teachers in classes. So, I put myself in other people's shoes. However, what upsets me is that, while I go the extra mile, teachers in general refuse doing things which are included in their professional obligations." (PI2) (FTBEN) (TRLCOA)

Penny had the capacity to resonate with the feelings of her teachers demonstrating Emotional Understanding. At the same time, she was sticking to her values and setting standards for teachers' behaviour. Being sensitive, she was disappointed to see that others did not have the same values with her. Despite her beliefs, there were teachers who considered her as an example to follow.

"When you see your head teacher working more than you, you realize that if she asks you to do something, you can't possibly refuse without feeling lazy, provided you are a conscientious person. It is important to have a hard working head teacher, because it shows that it is not about words but about actions. For me personally she is an example to follow. I must confess I am not so organized, but when I see somebody who is, I feel I have to organize my thoughts and actions, because I feel jealous. I tell myself: Why can't I also be like this? Why can't I also be organised in everything I do? Why do I operate in such a chaotic manner?" (SI) (DC) (FTCOMP) (TRLMOD) (TRLCOA)

"I learnt from our head teacher to examine things in more detail." (PAI)(DC) (FTCOMP) (TRLMOD) (TRLCOA)

Teachers admired Penny's competencies, recognizing that she was very organised.

“She is very good at organizing.” (PAI) (DC) (FTCOMP)

“We even know up to the last detail what we have to do at any time.” (STI) (DC)

“I consider her to be very organized. The school is very well organized. She is very good at this. She has even encouraged me to become more organized.”(SOI) (DC) (FTCOMP) (TRLMOD) (TRLCOA)

Penny was committed, knowledgeable, dedicated and was handling problems with diligence. Managing to resolve issues through her Emotional Understanding and proactive thinking, she earned the respect of stakeholders.

“She doesn’t let anything pass through without finding the solution. She examines everything, a complaint from a parent, a child or a teacher. She goes until the end, until she finds the solution. She can even foresee the consequences of an action and make you aware. She devotes a lot of time and effort to do her work properly. This shows that she dedicates many hours to resolve school problems. I believe one reason she managed to survive successfully, is her long working hours. She is well respected because she is knowledgeable about all matters. Sometimes I am so surprised about how she could possibly know so many details about regulations, but also about pupils and their parents.... She even has knowledge about trivial matters which I wasn't expecting her to know. For example, you go to her office to inform her about an issue. She tells you, “I am already aware. This and this is happening”. I am impressed! You are not going to inform her about school problems. She is already informed! During the two years I have known her, she acquired many experiences. She even became familiar with the psychology of teachers and pupils. She got to know their

problems. I believe this is how she found ways to resolve many issues we have in this school.” (SI) (CS) (DC) (FTREL) (FTCOMP) (TRLMOD) (TRLCOA) (TRLMAN)

“Although she is familiar with the psychology of pupils, she still has to work on how to approach them in assemblies. Our head teacher creates respect in teacher, pupils and parents.” (PAI) (CS)

Penny managed to introduce discipline and reshape culture, as discussed in Chapter 4 (Tschannen-Moran, 2014; Theodosiou, 2015; Parkay & Hall, 1992). Each year, around half of teachers change school due to rotation policies in the CES. This forces head teachers to go through the same process of trust building on an individual level when they develop interpersonal relationships with new staff. Steffi joined Beetle School in Penny’s second year in post. So, Penny and Steffi had to get to know and adjust to each other, which led to turbulence at times. In the first year, Penny laid a framework of discipline in the school. She gave strict directions which she followed throughout the second year. She repeatedly asked teachers to record every pupil who came into the classroom 10 min after the bell rang, and everyone who was absent for various reasons from class for longer than 10 min. Some teachers were letting pupils get out of classes on purpose, maybe because they lacked competencies to establish discipline with misbehaving pupils. Thus for their own convenience, they let them off without registering them as absent.

The result was that those pupils strolled in the playground, disturbing lessons in other classrooms, like in the incidence I previously described. They were getting into fights or other kinds of trouble, meeting non-pupils or even leaving school. However schools have the responsibility for everything that happens to pupils during school operating time, so Penny was terrified of what could happen in an unsupervised playground with those strolling pupils. Therefore during lesson time, she often patrolled the playground herself to check up on teachers and pupils. During observation we did this together and found such pupils. She knew them by name. We checked the classroom where they were

supposed to be. We discovered that they had left their first class with the excuse that they would be attending support lessons. They told the support lesson teacher that the first teacher was not allowing them to attend. The result was that they fooled both teachers and strolled unsupervised in the playground instead of attending support lessons. This presents often a problem in big schools and it takes consistency and commitment to be resolved.

“Sometimes, I feel as if our head teacher treats us, teachers, like pupils, and that she has to discipline us, as if we are not responsible people, and we would not do what we have to do by ourselves. Once, I even felt embarrassed for myself, because I didn't follow her directions. She caught my pupil strolling in the playground. She came to my classroom to check whether I had followed her instructions which were to note him as absent on the pupil attendance sheet. I hadn't done it. During the break she made a remark in the teachers' room about it. The incidence made me feel very uncomfortable and disrespected. At that moment, I demonstrated strength, but I could have also broken into tears.”(STI) (AD) (DIS) (FTCOMP) (TRLCOA) (TRLMED)

Penny was expecting teachers to follow her instructions. Realizing that even during the second year some teachers were not following them made her furious. The result was that by becoming angry and aggressive, the teacher, who was new to the school, was not coached in a constructive manner. Instead, Steffi felt assaulted and disrespected, which could have brought negative results because she lost her from being an “ally”.

“I went to the head teacher's office, because I had to admit to her that I had made a serious mistake transcribing grades which I wanted to correct. As she pointed out, I should have been more careful. I told her that the reason I made the mistake was because I got so anxious not to make a mistake. So in the end I made one. I am generally stressing out not to do mistakes,

because I don't want to be called in her office. I find this assaulting. Although I am sentimental, I am also a direct person. I say what I feel. Lately, I went to her office and told her something else that bothered me with her. I took the courage."
(STI) (AD) (CS) (FTOPE) (TRLCOA) (TRLMED)

Like Penny, Steffi was a straight talker and a sentimental person. Since their interpersonal relationship was new, they were in the phase of getting to know each other while building trust. As discussed in Chapter 4, the procedure of trust building takes time (Tschannen-Moran, 2014). Despite their conflict, Steffi felt emotionally safe to approach Penny and express her opinion in a straight manner. When there is trust and motives are clear, the relationship can endure mild disagreements (Ibid). Despite difficulties, in the end Penny managed to establish discipline in Beetle School.

"Pupils need to learn that this is a school and that there has to be discipline. Our head teacher demands discipline and is a fair person." (SOI) (FTHON) (TRLMOD) (TRLMAN)

"I found that pupils in this school are more difficult than elsewhere. If it wasn't for this head teacher, there wouldn't be any discipline. She gives clear directions for everything and she sticks to them. Before the excursion she gave directions about the dressing code and refused to take pupils who wore something different than what she had described. Even her shadow establishes discipline among pupils. I am sure that without this head teacher, there wouldn't be so much discipline in this school. Personally, I wouldn't like to have a head teacher who allows others to do as pleased. This would disturb me, because I would have to compensate for colleagues who are lazy and avoid their share of contribution. So, control is definitely needed. Basically a strict person controls the realization of equal sharing." (STI) (DC) (FTCOMP) (TRLMAN)

“She has offered a lot to this school, especially with regard to discipline. The previous years we had some pupils who were strolling in the playground while we were having a lesson. They were escaping from their classrooms causing trouble, bullying other pupils and disturbing our lesson. This year the problem is eliminated.” (SI)

(DO) (FTCOMP) (TRLVIS) (TRLMOD) (TRLMAN) (TRLMED)

It seemed that teachers were happy to have a courageous leader who was able to establish a culture of discipline which is part of trustworthy leadership (Tschannen-Moran, 2014). Moreover Penny was meticulous and thorough.

“Sensitivity is a good thing, but I believe that above all a leader has to be dynamic. The head teacher needs to create respect in teachers and pupils. I see that people who are strict, like Ms Penny and my previous head teacher, have in the end a lot of enemies and colleagues who don't like them. I believe that there are people who create fear in Ms Penny, and that sometimes she behaves in ways which allow her to avoid confrontation with them. Unfortunately, Cyprus is a small community. Other head teachers than Ms Penny don't operate in the way they should, because they want to avoid upsetting colleagues who don't work properly. I see how our head teacher gets frustrated when results are not the way they should be. We have a lot of difficult situations in this school. I like the fact that she doesn't let anything pass through without devoting the necessary attention to find the solution. She examines everything, a complaint from a parent, teacher or child.... In the end she manages to find a solution for everything. Many times she asked to see teachers in her office, because they were not doing their job how they were supposed to do. She should be even asking more teachers. She is a fair and direct person, and she lets teachers know when she is not happy with them. The colleagues who behave in a wrong

way are also the ones who shout the loudest, because they try to cover for their shortcomings. Unfortunately we have many kinds of people working here.” (SOI)

(DO) (SO) (FTREL) (FTCOMP) (TRLMOD) (TRLMAN)

The lack of support from the Ministry, the union’s power and the teachers’ status quo in the CES, makes head teachers feel exposed and helpless, as discussed in Chapter 1, because there are no adequately effective support systems to guide and assist them in critical situations. Although Penny did not avoid difficult conversations, she chose the teachers whom she could confront. Despite being a courageous leader who dared to challenge many conditions in contrasts to other head teachers, in some ways she still had problems coaching teachers. And regardless of the fact that in many occasions she knew when to open and not open up making the right moves, in other ways she did not. She was gradually finding her way through leadership, relying only on her own competencies.

“I have often asked people to come into my office, where I explain my position in the one or the other way. However, our system is very tolerant, and although there might be mechanisms in place, they are not put into practice. As a head teacher it is very difficult, if not impossible, to stake your claims and rights in this system. So, in some situations I avoid creating reactions from colleagues” (PII) (FTOPE) (TRLMOD) (TRLCOA) (TRLMED)

“Our head teacher gets frustrated with some colleagues, because they are extremely indifferent about the school. At her place I would feel the same.” (PAI)

Despite the recognition of weaknesses, Penny was still appreciated as a courageous leader.

“If we say we will do something for the school, she recognizes the difficulties, she insists and shows decisiveness. She faces the problem and doesn’t hide behind it. Neither does she throw the ball to you, and tells you: It is your responsibility. She is not afraid of responsibilities. She sees problems and faces them straight away. She says: Let’s solve the issue.” (SI)

(FTHON) (TFREL) (FTCOMP) (TRLMOD)

Teachers recognized how resilient their head teacher was and admired her for being able to get over adversity quickly and effectively. Resilience is a very important coping mechanism in leadership, as discussed in Chapter 3 (Farmer, 2010).

“Despite getting upset, I noticed that our head teacher gets over it very quickly. Although I have the impression that she is very frustrated and irritated, I also notice that after 5 minutes she behaves as if it has never happened. She doesn’t hold the grudge. She manages to overcome emotions of anxiety or stress very quickly. She returns to initial state and has a pleasant mood. Problems don’t run her down. She can cope with them. She is generally pleasant. I believe that this is a very big advantage. I would like to adopt this attitude. I go home and carry around the stress from the school which I then transmit to my family. It would be great if I could overcome my problems and return back to my initial state so quickly.” (SI)

Despite going through adversity, Penny managed to keep the school together keeping up balances during the trust building period. She managed to establish trust by processing feedback, practicing reflection, empathy, mediation, acceptance and Emotional Understanding, while demonstrating benevolence, openness, support and communication.

6.3.3. WORKING TOGETHER LEADS TO SUCCESS

Since Penny could not change the direction of the wind, she adjusted her sails to reach her destination fine-tuning one day at a time. So by the second year, things got smooth. Provisional trust developed to authentic trust, as discussed in Chapter 4 (Tschannen-Moran, 2014). Both parties based their trust on collaboration and experience to create a pleasant working climate in Beetle School.

“She seems to have a good cooperation with the deputies and a good relation with teachers. I believe that generally there are no problems working together. I feel well in this school. We have a very good climate and cooperation. Even when problems arise, there is a good intention from most of us to solve them. She has offered very, very much to this school and she is coping very well. Without this head teacher, this particular school would be a failure. I hope she decides to stay longer.” (SI) (FTOPE)

“She has good relations with everybody in this school, teachers, parents, pupils, caterers, secretaries, cleaners..... If I hadn’t been living in another town, I would have liked to work at this school again next year.”(SOI) (CS) (FTOPE)

“Although I am entitled for a transfer and have considerably extra costs by staying here, I decided to stay longer at our school. However, I feel comfortable in my school and expect to have more free time in the future, so that I can spend it with my teachers in the teachers’ room. When I am among them, I can understand better their problems, bothers them and what would make them feel more comfortable.” (PI2) (FTOPE)

Penny had a supportive nature and worked around regulations indicating flexibility (Tschannen-Moran, 2014). As she told me during our second

interview, she made arrangements to support a blind teacher with his duties. Since he could not supervise pupils during tests, she asked other teachers to do her a personal favour and cover for him. She also supported and protected her staff from PTA complaints when one of her deputies had problems handling her tasks effectively. Her staff felt cared for.

*“I know that if I needed her, she would be by my side.” (SOI)
(CD)*

“The PTA complained about one of my deputies this morning. Although two deputies are outstanding and I can rest assured that things will be done professionally, I know that the other two have weaknesses. So, I try to adjust to the situation, remaining alert. I defended one of them, because I couldn't accept the PTA blaming her 100% for all that went wrong during the excursion, which was under her responsibility. This wasn't fair for her. I got upset by the way they complained about her. After they left, I went to the deputies' office next door, where we all gather to talk over issues during our coffee break, because I don't like drinking my coffee by myself. They all know me very well and since I have an expressive face, they immediately recognized that something wasn't right with me. I couldn't help hiding what was bothering me, because this is part of my personality. Although I hesitated answering their questions about what was going on, they insisted asking me what made me unhappy. While I said what happened, I made strenuous efforts to say what was bothering me in a constructive way, showing that I wasn't allocating responsibilities, because the deputy, about whom PTA complained, was present. I was careful with the way I approached the matter, because this deputy has many shortcomings. I intended neither to assault her nor to overwhelm her, but instead to advise and help her. If I said things in an abrupt way, she would simply shut off. They all

realized that I protect them from PTA accusations. Another time they told me how safe they felt under my wings.” (PI2)
(FTBEN) (FTHON) (TRLCOA) (TRLMED)

Gradually, Penny knowing her staff well enough, could delegate responsibilities by choosing the right people and coaching them according to their strengths and weaknesses. While I was visiting the school during observation, Penny introduced me to everybody as a researcher. I could sense how some teachers faced me with suspicion, an intruder to the school who was sent by the Ministry to “spy” on their head teacher. While I was standing in the corridor with Penny, a female deputy came, hugged and kissed her. Turning towards me, the deputy asked me in a provocative way:

“See? We love her. Are you going to write this down too???”
(OBS)

The teachers wanted me to know that they loved and valued their head teacher. She wanted to demonstrate how they felt their relationship was nurtured and cared for by their female leader. Those were rather feminist attributes in leadership relating to gender issues (Fuller, 2008). Most probably she would have not hugged and kissed a male head teacher. Similarly, when I attended the evening theatre performance of Beetle school, sitting in a corner, a male teacher walked towards me and told me in a rather ironical and disturbed way:

“I can't believe you are following her here too!”(OBS)

So the leader protected her followers and the followers protected their leader. I was touched by both incidences, because they both showed genuine care. During observation, two days before the theatre performance of the school, the supervisor of the project got sick. Penny took over the supervision of the whole project on top of her regular duties. She ended up working longer hours. Despite the overload, she did not lose her pleasant mood. I could see her enthusiasm for her work, which was transmitted to the whole theatre

performance group through Emotional Contagion, as discussed in Chapter 2 (Eisenberg & Spinrad, 2014). She enjoyed the task, because while being a teacher, she had often organized school theatre performances. Despite all difficulties, the school won the Pancyprian theatre competition.

Having been part of Penny's unpredictable days at Beetle School, I would like to share a sample of her "colourful" life. The first one happened when we had scheduled a meeting to discuss the timetable for my observation in the second year. When I arrived, Penny apologized and asked me to postpone our meeting due to a critical incidence. Pupils had arranged over Facebook the previous day, to have a spontaneous "Harley Davidson Party" the following day at Beetle school. The result was that they turned up in corresponding outfits in the morning, had invited non-pupils and pupils from other schools, and were refusing to enter their classrooms. She managed to calm them down and persuaded them to continue their normal school day.

Another time we scheduled a meeting for our second interview which she postponed again. It was the last school day before Easter holidays in the second year. During the first school break, a pupil threw an explosive injuring many teachers who were standing in the smoking area of the school. A chaos situation emerged as the ambulance picked up the injured teachers and police came for investigations. During this incidence a teacher hit three pupils in his class but tried to falsify facts bullying pupils, teachers and Penny, in his attempt to convince everybody of his innocence. At the end of the school day, Penny presented the last case to the district inspector, because this was teacher misconduct of behaviour, and then rushed to the hospital to follow up on teachers' injuries. Being the last school day all had to be resolved the same day!

It appeared that emergency situations were "routine" for Penny. During observation, I had difficulties catching up with her, because she did not have a spare minute. I admired how she did not have any problems following up on numerous projects delegated to deputies and teachers. Examples of projects during this "quiet period of the school year" were organizing church

confessions for volunteering pupils, pupils' vaccination, fundraising for earthquake victims in Greece, food collection for welfare, dentistry check-ups for pupils, tree planting, upcoming ethnic school events, routine meetings with deputies, pupils, teachers and parents, and finalizing pending matters relating to critical incidences. Her office was busy with people going in and out, updating her on how different projects were developing and consulting her for upcoming issues. I could sense the spirit of good cooperation between Penny and teachers.

Conversations between teachers and head teacher were in a mutually friendly and respectful tone. She was happy to listen to what they had to say, discuss their contribution, exchange ideas and come to an agreement on how they would continue with their project. Words and actions revealed the passion and devotion Penny had for her school. However, working so hard had its price. The second day I saw her taking headache tablets. She admitted that she felt sick but could not take time off, because she had too many things to do. She was the only person who could not afford to miss school! She was prioritizing her school over her health (Sachs & Blackmore, 1998). Those descriptions give the reader an impression of how life was at Beetle School.

Conclusively, by the end of the second year there was a harmonious relationship between Penny and teachers. Although they experienced discrepancies, conflicts could get resolved.

“Once, I had to ask my teachers to stay at school after closure. I had to keep them here for a 20 minutes mandatory and emergency teachers' meeting. Although they knew that I couldn't have avoided it or scheduled it at another time, they made their disapproval very obvious. Moreover, when they realized I wouldn't step back on the issue and postpone the meeting, they started gossiping and moaning. Their attitude upset me, not only because it appeared they were mistrusting my motives, but also because they weren't prepared to sacrifice 20 minutes from their

after school time. However, the job description of full time teachers includes the obligatory attendance to all teachers' meetings. So, I had to confront the situation. I wanted them to know that I am aware of their weaknesses. I wanted them to know that it was my conscious choice to grant them favours and not because they moan. I may say things in a cute way, but they realized that I wouldn't step back on certain issues. I told them directly: Colleagues, whenever you ask me for a personal favour, like for example allowing you to leave school earlier for personal reasons, I never refuse. However, when I ask you to fulfil your professional obligations, which is not doing me a personal favour, you are upset. It doesn't work this way. Besides, you have been knowing me now for two years. I have demonstrated that there is always a reason behind my actions. Trust me. Above and beyond I have expected you to express your discontent in a professional manner. You have an elected committee to represent you. Instead of moaning and gossiping amongst you like children, why didn't your committee come to me to express your discontent? Unfortunately, while I go through such experiences, I get upset. I would be lying to myself if I pretended that it doesn't affect me. After such incidences when I am alone, I process what happened and accept what disturbed me in the first place." (PI2)

(FTHON) (FTOPE) (TRLMOD) (TRLCOA) (TRLMED)

Penny was communicating openly with her crew, expressing what she had at heart. This facilitated a dialogue between herself and the teachers and while coaching them, she set behaviour standards (Tschannen-Moran, 2014). Working in a trusting and open environment makes conflict resolution smoother.

"I know that there are teachers who appreciate my efforts and applaud the fact that I am trying so hard. I feel sad for those

who don't. I praise teachers and pupils, and when I am praised, I consider it as feedback. We all need praise to show our appreciation.” (PI2) (FTHON) (TRLCOA)

Although Penny had “touched” many of her teachers, she could not give up on her wish to win the hearts and minds of her whole crew. Despite her initial difficulties to approach teachers, she developed her coaching skills by changing her point of view, processing feedback and expressing appreciation. The difference between her profile in the first and second year was immense. Not only did others recognize the difference, but she also admitted it herself.

“This year there is a huge difference compared to last year. Although our head teacher is still stressed out, it is much less. Maybe she knows now how to handle situations, as she is now more experienced. Maybe she did a self-appraisal and recognized her mistakes and efforts. Maybe she received advice.... in any case there is a very big difference from last year. Last year we didn't see much of her, but this year we feel her much closer to us.” (PAI) (CD)

“Sure, in the first year she didn't know how to do things.” (SOI)

“I had an extremely difficult time last year. However, I believe that humans slowly adapt to all situations. You take your time and come to a point where you accept, that reality is what is. Slowly, slowly your staff gets to know you and you get to know them. You realize that some of them appreciate your work and support you, although at the beginning they were facing you as the “big unknown”. Besides, at the beginning I didn't know them either, so I didn't know who could support me in what. Gradually, time gave us both the chance to test each other. So, I adapted step by step to my new school.”(PI2)

Penny's initial insecurities, lack of self confidence, alienation, isolation and loneliness gave way to self-confidence, competence, flexibility, openness and sharing. The results were obvious.

"She has done a lot for this school. There is a very big, in fact, a huge difference. She also improved the state of the building. She has achieved a lot of changes." (PAI) (FTCOMP) (TRLVIS)

"She found the school in a terrible condition. She has invested a lot of time and effort to bring things to an acceptable state." (SOI) (FTREL) (FTCOMP) (TRLVIS)

"She has offered so much to this school, especially in disciplinary matters. I have been part of this school for 4 years. This year our school has been at its best. Nothing compared to all previous years. I believe our head teacher has contributed a lot to this remarkable improvement. Pupils are kept in classes during lesson time, there is less bullying among them, the school is "quiet"....By the second year she managed to resolve most major problems this school used to have."(SI) (FTCOMP) (TRLVIS) (TRLMAN)

Penny had managed to make a difference to her school, and although this could not be acknowledged officially, due to the lack of school evaluation in the CES with respect to those issues, comparison between both years pointed towards it.

"During the entire first year we had 5 pupils who were refusing to enter classrooms daily, and as a result they were strolling in the playground all day long. We had 7 very problematic pupils who caused a lot of trouble to the school. We had many incidences of bullying, problems with the PTA and LEA. During the first year, I had to call the police many times, because numerous non-pupils from suspicious backgrounds were

literally “living” in our playground. Fortunately things changed in the second year. Our school enrolled in a special program with a pedagogue, who kept problematic pupils busy. As a result the trouble they caused reduced immensely. Complaints coming from parents and PTA were also much less. We joined an anti-bullying program which contributed to the reduction of incidences, we had no “unwelcomed visitors”, all classrooms had projectors and we arranged for a huge activity room with games to keep pupils busy during breaks and lesson periods, when their teachers were absent. We installed pupil’s lockers, computers in all deputies’ offices and an electronic system of communication. This increased the vertical and horizontal contact among educators and increased the sense of closeness between us. Finally, we organized many school visits and lectures for all our parents and pupils about various subjects.”
(PI2)

Although Penny still had problems managing her stress, there was an improvement in the second year. Teachers noticed it.

“She is very good. She has a lot of success in her leadership role.”(PAI) (DC)

“She has a leadership personality. Leadership suits her. The stress she experiences is because she wants to do everything in a perfect manner. And in the end she succeeds. She is very good in this field.” (STI) (DC)

“I see a person with a strong personality. She imposes her strength and leads without hiding. Leadership is something that suits her. She is very capable for the role she took on. Besides, she seems to enjoy it.” (SI)

Conclusively at the end of the second year, Penny managed to make a difference to her school and realize her vision of Beetle School. Not only did she become a trustworthy leader, but also an effective one.

6.4 THIRD SECTION

6.4.1. QUESTIONNAIRE RESULTS

I triangulated results from questionnaires to create of picture of how teachers viewed Penny. Their evaluation was affected by two methods, A and B. All results can be viewed in Appendix D. They were processed as explained in Chapter 5 Section 5.12.3.

Results from the Questionnaires of first year QRA1 are demonstrated in Appendix D.4.4. Results from the Questionnaires of first year QRA2 are demonstrated in Appendix D.4.5. Both were summarized in Appendix D.4.6., by taking the average in each topic. PIQ sector profile for first year can be viewed in Appendix D.4.7. and for the second year in D.4.8.

Questionnaire results by Method B (QRB) are demonstrated in Appendix D.4.9. Appendix D.4.10. illustrates the comparison between QRA and QRB for both years. All results were triangulated and discussed in the next chapter.

6.4.2. FEEDBACK FROM THE NOVICE

I showed Penny the results from teacher questionnaires at the end of the first year. From her reactions, it was obvious to me how positively surprised she was. At the end of the second year, when I presented results from teacher questionnaires, she gave me the following feedback:

“Studying the results of teacher questionnaires, this is what I expected. I can't say that I expected these results 100%, because nobody can be 100% subjective. Generally, teachers' positioning was quite good. So, the picture I have of myself is very near to the one perceived by teachers. Statistically, this is not very often the case. There are two reasons for this: either an individual has high awareness of the own personality/behaviour, or has skills which increase awareness. Finally, there could be a small gap between the real image of the self as considered by the person on the one hand, and the image one intends to project to others on the other hand. I must confess that in the second year I was feeling much more assertive and confident to give directions.” (PI3)

Consequently Penny could map on the results. Being more confident about the school and herself, she was happy and content in the second year.

Coming to the end of this chapter, I would like to summarize conclusions. During transition into headship, Penny experienced a trauma, feeling shocked, angry and sad until she finally accepted the situation and felt content. Those steps corresponded to the General Adaptation Syndrome. I followed her maturity process in post, which went through different phases, in terms of Organizational and Professional Socialization. Experiencing Post Traumatic Growth, she adopted new behaviours surviving successfully, and making a difference to her school. On the one hand, Penny's perfectionism and bitterness contributed to her trauma and pushed her towards isolation, with the result that she focused only on the negatives. On the other hand, survival mechanisms pushed her to overcome her trauma by expanding her point of view, which led to the appreciation of diversity, adoption of openness, new behaviours and sharing. She modelled her values and resolved conflict through communication, while reflection guided her leadership practices. In the next chapter, I will discuss my research results.

CHAPTER 7

DISCUSSION OF FINDINGS

In this chapter, I will revisit my research questions, discuss my contribution to knowledge and make suggestions for the professional preparation of novices.

7.1. REVISITING RESEARCH QUESTIONS

7.1.1. WHAT ARE THE KEY EMOTIONS INVOLVED IN THE EARLY STAGES OF SCHOOL LEADERSHIP IN CYPRUS?

In this section, I will summarize the key emotions of the Novice and compare them to existing research. The transition of Penny was marked by a traumatic experience. Similarly, Daresh (1993) argued how early headship can become a stressful and traumatic experience, while Spillane & Lee (2013), Daresh (1987), Day & Bakioglu (1996), Draper & Mc Michael (2000), Rooney (2000), Theodosiou (2015) and Daresh & Male (2000) concluded how this period was associated with an abundance of negative emotions.

Thus, the key emotions in my study map onto previous research. My work focuses on the emotional dimension associated with challenges faced during early headship in Cyprus. Thus my contribution to knowledge is a rich, thick description of emotional experiences during transition into headship within the Cypriot educational context.

During the first phase, Penny was surprised facing the situation in her new school (Daresh, 1987, 1993; Draper & McMichael, 1998, 2000; Spillane & Lee, 2013; Theodosiou, 2015). The school, being very different from the one she had been familiar with, did not match her expectations which made her feel

numb and startled (Daresh, 1987, 1993; Spillane & Lee, 2013). Experiencing a culture shock (Daresh & Male, 2000; Theodosiou, 2015), she felt confused and perplexed, not knowing where to start from (Spillane & Lee, 2013). She was lost, out of place (Daresh, 1987, 1993; Spillane & Lee, 2013), disorientated (Daresh, 1987) and alienated amongst her new colleagues (Daresh, 1993; Spillane & Lee, 2013). As she confessed, not only she was mistrusting them but they were viewing her also as a stranger (Daresh, 1993). Lacking professional preparation, she had not realized how they were both going through a similar adaptation process in parallel ways (Daresh, 1993). This recognition would have positioned both parties on the same side of the coin, making them “allies” instead of “opponents”. So, the realization could have influenced Penny’s approach during her adaptation, because it could have changed her whole approach.

Penny experienced a responsibility shock (Spillane & Lee, 2013) while getting to know tasks and challenges from the head teacher’s perspective. She felt unsupported, helpless (Theodosiou, 2015) and abandoned (Draper & McMichael, 1998) by her colleagues and system. She felt haunted by her predecessor who was deified by teachers (Daresh, 1993; Rooney, 2000). Moreover, becoming overwhelmed by all the responsibilities and demands associated with her post (Rooney, 2000; Spillane & Lee, 2013; Theodosiou, 2015), she became insecure and uncertain, feeling inadequate in her role which affected her confidence (Rooney, 2000; Theodosiou, 2015). However, during transition even very capable leaders feel inadequate and disappointed (Day & Bakiglu, 1996).

During the second and third phase of adaptation, the Novice experienced intense anger and indignation for what she was going through, feeling sorry for herself. The disrespect, lack of appreciation and support, (Draper & McMichael, 2000; Spillane & Lee, 2013) as well as the ignorance (Theodosiou, 2015) coming from her colleagues, made her feel unwelcomed (Daresh, 1993; Rooney, 2000). Moreover, she was upset about the double standards existing in the CES. The result was that she was discriminated

against other Cypriot head teachers something which, together with the lack of professional preparation for her role, made her feel underprivileged (Theodosiou, 2015).

She felt objectified by teachers and system (Draper & McMichael, 2000) which turned her emotions into anger and bitterness (Spillane & Lee, 2013). Overwhelmed by responsibilities, she became overworked and physically exhausted (Rooney, 2000; Spillane & Lee, 2013). Since she felt unappreciated, disrespected and unsupported, she withdrew herself from her environment to end up isolated and lonely (Daresh, 1987; Draper & McMichael, 2000; Rooney, 2000; Spillane & Lee, 2013). Perceiving how her intense efforts were in vain, anger turned out to be the main emotion which was associated with resentment (Daresh, 1993).

Cultural issues, as discussed in Chapter 3, could have shaped Penny's emotional behaviour in various ways. Feeling offended by the attitude of her staff towards her during early stages of transition, could have pushed her deeper into isolation. Distancing herself from the negative relationship contributed to the preservation of self-respect and dignity which are of central value in Mediterranean Collectivist cultures (Mesquita & Walker, 2003; Triandis et al., 1988). Knowledge about collectivist cultures could have possibly decreased her frustration and indignation. She could have been able to explain collective behaviours in Large and Small Culture. Nepotism could have offered an explanation about the existence of double standards within the CES, the strong unionism within her school and the indifference of some colleagues towards the school's welfare (Triandis et al., 1988). Thus, cultural awareness could have eventually reduced her negative upheaval during the first year. It could have also reduced the degree to which she took many things personally, being unable to separate herself from her role (Ackerman & Maslin-Ostrowski, 2004). Additionally, it could have reduced her intense need, which is common among novices, to feel respected by stakeholders, seeking approval to their actions in order to increase their confidence (Daresh, 1987). So, cultural knowledge could have promoted her Emotional Understanding, facilitating her

acceptance of the situation. Once seeing through difficult circumstances, reflection could have enabled her to search for alternative ways to handle adversity.

Since things were not improving at the pace she expected, she became impatient (Draper & McMichael, 2000) which turned her anticipation into frustration (Daresh, 1987, 1993; Draper & McMichael, 2000; Spillane & Lee, 2013; Theodosiou, 2015) and consternation (Draper & McMichael, 1998). The situation made her feel irritated, unhappy, dissatisfied, worried and nervous (Spillane & Lee, 2013). She was disappointed and desperate (Theodosiou, 2015) feeling vulnerable, wounded (Ackerman & Maslin-Ostrowski, 2004; Sachs & Blackmore, 1998) and sorry for herself (Theodosiou, 2015). However, culturally influenced expectations and perceptions associated with the role of the leader, urged her to suppress and conceal her negative emotions. For this purpose, she applied intense Emotional Labour which exacerbated her negative emotional state.

During the fourth phase, Penny reached a point where she could not bear the abundance of her negative emotions anymore and sought a way out of her emotional deadlock: she exploded. Since this presented a turning point which led successfully to her adaptation, it was mainly her emotions which guided her successful survival (Lupton, 1998). Striving for internal balance, her emotions pushed her to overcome personal drawbacks and open up to “strangers”, adopting new ways of behaviour. Having embraced new mannerisms to facilitate her survival, she opened up first to her deputies, releasing her resistance while gradually surrendering to a state of acceptance. She acknowledged that she could not change the mannerisms of both Large and Small Culture members, but instead had to work with them. So, by shifting her point of view, she managed to connect with others and communicate in “their language”.

Since the feedback on the first research data, deriving from teacher questionnaires, suggested a misappraisal of the situation on her part, she

realized how some people around her showed appreciation, support and respect for her work. This increased her confidence. She started feeling gradually more comfortable in her new environment. So, by the end of the second year she felt assertive, optimistic and happy. Her passion for her work was passed on to her colleagues, so she steadily gained more “allies” (Harris, 2007). Step by step, she managed to build a strong team and by the end of her second year, she made a difference to her school. Consequently, going through this traumatic experience, the Novice moved towards Post Traumatic Growth and matured in her position. She became wiser. In an analogous way, Daresh & Male (2000) argued how taking on a leadership post led head teachers through a life-transforming experience.

Summing up, key emotions experienced by the Novice in my study were also documented by other researchers. Like Penny, other novices felt shocked, angry, sad and content after accepting the situation. My narrative facilitated the reader to follow the emotional dimension associated with the challenges faced during transition in the Cypriot educational context. Additionally, my study included the in depth analysis of emotional experiences and the development of the trauma in early headship.

7.1.2. HOW DO NEWLY APPOINTED CYPRIOT PRINCIPALS COPE WITH THEIR EMOTIONS DURING THE FIRST TWO YEARS IN THEIR ROLE?

My findings about how the Novice coped with her emotions, map on strategies discussed in Chapters 3 and 4, which include Emotional Awareness of self and others (Damasio, 1994), reflection of situations and processing of feedback from others (Blackmore, 2004), applying Emotional Understanding (Stein et al. 2000) and resilience (Farmer, 2010), sticking to moral purpose (Surgrue, 2005), and obtaining emotional support (Harris, 2007). The Novice faced challenges relating to interpersonal relationships, resistance to change coming from herself and others, reshaping of school culture, overcoming her

trauma, as well Organizational and Professional Socialization. By analyzing and demonstrating how she coped with hardship in her own individual way, my research may support other novices in similar situations.

Penny's resilience enabled her to cope with adversity which she developed at an early age. Due to unexpected family circumstances described in Section 5.6., she was forced to develop inner strength and survival skills. Tait (2008) investigated resilience as a mode of interacting with environmental incidences, which were triggered by stress, as a contributor to the success of a newly appointed teacher. In his mixed method study in Ontario, Canada, he demonstrated that survival through traumatic experiences at an early age, contributed to a teacher's high resilience in the job. This was achieved through reflection, learning from experiences and setting new goals. As discussed in chapter 3, resilience has a distinct meaning for leaders (Farmer, 2010). Penny's high resilience was worshipped by her staff.

In a similar sense, Whatley (1998) established a connection between resilience and reflection after interviewing 12 gifted teachers. He concluded that reflection enabled them to overcome adversity in their profession. He demonstrated that by using flexibility, they managed to transform their painful experiences into personal growth. However, Penny had not demonstrated much flexibility at her early days in headship when she blamed teachers for not willing to change their position, because she was not willing to change hers either. Nevertheless, propelled through her trauma, which mobilized survival mechanisms, she adopted flexibility by changing her point of view which transformed her approach. Inducing and processing feedback from teachers and reflecting through her trauma, she experienced post traumatic growth.

Her adversity included issues associated with resistance to change which is a significant part of the General Adaptation Syndrome. While teachers' resistance related to their coming into terms with the change in headship (Daresh, 1993), Penny's resistance was influenced not only by her change in post and location, but also by her bitterness and frustration with the

system. She felt objectified and treated in ways which opposed principles of equality and fairness, due to prevailing nepotism (Georgiades, 2006) and gendered issues (Nicolaidou & Georgiou, 2009), as discussed in Chapter 1 and 4 respectively. Therefore, she felt that the system was punishing her zeal for her work by treating her unfairly. Besides, the lack of autonomy and sovereignty were impeding her daily work. Her negative attitude was reflected in the way she viewed stakeholders who most probably experienced her in the same way. As discussed in Chapter 3 and 4, flexibility was needed to accept other mindsets (Schein, 1992), adopt new behaviours and reshape culture, viewing it as a bi-directional process (Parkay & Hall, 1992). Facing adversity and hardship during her adaptation challenged her emotional and mental abilities proving her resilience.

Penny faced many difficulties during her Organizational and Professional Socialization. Amongst others, they were: her overdeveloped sense of responsibility, her isolation, the lack of authentic trust and familiarity of the staff's strengths and weaknesses, and finally her exhaustion from becoming massively overworked, as no leader can hold it all. Although it is all about distributed leadership and sharing with others, Penny ended up during the early stages of transition to manage the school by herself. Besides, she did not feel emotionally safe and secure in her role. Not "knowing the robes" (Daresh, 1987:14) was making her feel vulnerable, as vulnerability is an endemic state in leadership (Maslin-Ostrowski & Ackermann, 1999). Being unable to extend trust, she reflected her unwillingness to make herself vulnerable to others, which impeded the trust building process (Tschannen-Moran, 2014).

She did not trust others, thus she was operating out of fear, which is also an endemic state in leadership (Maslin-Ostrowski & Ackermann, 1999). But you either lead your life out of love or out of fear. Those are the two driving forces. Fear was driving her from the leadership post, fear of failure, of not surviving, of not fulfilling hers and others' expectations and of not managing successfully (Sachs & Blackmore, 1998). She was living out of fear

than openly loving and trusting her crew. But by not believing and trusting them, she could not find out whether her staffs were trustworthy (Tschannen-Moran, 2014). She could not discover their strengths and weaknesses, so she did not know who could support her in what. Instead, she felt she needed time to find out, who is who and what is what, allowing herself to “feel in” before she could extend trust.

Thus at that point and time, she was unable to apply tough love. Love without boundaries. This is like saying: “I appreciate what you are doing, but this is not acceptable”. The result was that she avoided having difficult conversations with people, making choices who she could confront and who she could not. Becoming embittered by the system and her surroundings, she pushed herself in isolation and loneliness, in a similar way to John, as described in Chapter 1.

While her perfectionism was fuelling her strength not to give up, but instead persevere until things were up to her standards, it was also pushing her to judge others and herself, making her very unhappy (Blackmore, 2004). Since she did not want to show it, she suppressed her emotions becoming miserable. However, negative emotionality circulates among members and is more powerful in a top down direction (Vyas & Chattarji, 2004). Consequently, her emotional state could have possibly influenced her whole school’s emotionality.

So, Penny decided to put on the “leader’s mask”, engaging in intense emotional labour (Sachs & Blackmore, 1998) which is an intrinsic part of leadership (Crawford, 2006), as discussed in Chapter 3. According to Penny’s quotations demonstrated in Chapter 6, hiding her emotions was extremely difficult for her, because she was a direct and spontaneous person. Despite feeling lonely and unhappy, her high sense of responsibility did not allow her to get in touch with her pain and grief. She had to keep it down in order to avoid depleting her energy because she needed it to move forward. Thus, the price she paid was high, because she cut herself off from her experiencing and

therefore, she lost awareness of her environment. The whole situation turned into a trauma, leading her to mental and emotional exhaustion.

During a trauma, assumptions of self-structure fall apart, with the result that there is disorganization in the self, reaching human limits (Joseph, 2004). Since Penny felt threatened and vulnerable, she denied awareness of her experience which was her defence mechanism in order to preserve harmony with her self-structure. While striving for success, she impeded the natural flow of energy, tuning out, instead of into herself (Harris, 2007). Her negative emotions, propelled by stress and anxiety, took over. Furthermore, the mask she put on hindered her staff from seeing her humanity or “edge”, so at times they took advantage of her which fuelled her frustration even more. But “frustrations are the thunderstorms guiding the lightings of creativity” (Kottler & Hecker, 2002:8). Feeling suffocated by her negative emotional state, she exploded, which changed her point of view, as a sudden and big conflict disables defences. She dropped the leader’s mask, allowing herself to maintain authenticity and instead, she adopted flexibility to introduce new ways of behaviour. As discussed in Chapter 2, emotions have a wonderful way of leading the way towards survival (Levenson, 1999).

Initially her explosion destroyed the walls she had built around her, exposing herself to her new environment. Through reflection she acknowledged the facade created by her defences, gained self-awareness and started turning the situation around. She got in touch with herself, became able to identify her personal needs, emotional distress and sense of loss. Pursuing personal change, she altered her point of view, became more compassionate and therefore able to connect to others, getting closer to them. She started viewing them as unique individuals rather than judging them. This urged her to work through her resistance towards a less rigid interaction between herself and her environment. Tuning into the present situation, she succeeded in turning it around. Thus, her awareness encouraged her to return to her authentic nature and seek change (Beisser, 1970). As Harris (2007) indicated, awareness motivates leaders towards finding support from within.

She gave access to deputies, so that they could share her inner world with her and so they could build a mutually supportive relationship together. Surprisingly enough, through emotional alchemy the timing was right, and deputies welcomed the change despite her self-imposed isolation (Harris, 2007). Although trust building requires openness (Tschannen-Moran, 2014), strangely enough, the lack of it did not impede the process. Despite the fact that Penny didn't feel safe to extend trust to others and thought she had successfully hid what she considered to be her personal vulnerability, people around her had already recognized her spontaneous and straight nature. They felt for the emotional torture she was enduring in her efforts to make a difference to their school. Since her motives to extend goodwill demonstrated altruistic tendencies, she was perceived as an authentic person. Conclusively, it was only Penny who had lost touch with her surroundings during her trauma and was unable to see through her walls the empathy and trust others extended towards her. Teachers were able to see through her walls all along.

Getting to know her teachers, she discovered who could support her in what and they started building a team. She felt how she resonated with deputy A, who became her main "ally" and her "inside" emotional supporter. Feeling stronger with a real team around her, surrounded by "allies", they all felt more confident. Thus, they supported each other as the whole school administration was new to their post. Facing challenges together, they worked towards school improvement, continuing their "crusade", arm in arm, and along the way they won more "allies". It was her "allies" who supported Penny through tests of trustworthiness, sharing with others what a wonderful person she was, who "did not mean harm", but make a difference to their school.

Somehow Penny knew when to come out of isolation and build relationships with her deputies. She had her way of knowing what things meant, and how some were more or less important than others. The key was also in this case emotional reflexivity which made her leadership practices effective (Zembylas, 2010). She was able to reflect on her emotions and demonstrate flexibility at times. At others, she had to move in a very delicate

manner between all processes of maturing in her role to become a leader, build trust, survive her trauma and reshape school culture. This was a very challenging assignment, especially for an inexperienced head teacher. It was like walking gracefully through a minefield while keeping balances within the school. At other times, she was failing to take the right steps, taking moment by moment decisions. Some were good and some were not so good. She was finding herself through her leadership journey by using her intuition and in-built set of moral values and purpose (Surgrue, 2005). As discussed in Chapters 3 and 4, they were combined with reflection (Blackmore, 2004), her emotional reflexivity (Zembylas, 2010) and resilience (Farmer, 2010). Her tools helped her “pick the vibes” and cope with demanding situations. She gradually became more confident to coach teachers and lead “difficult conversations” with them without risking their loss as “allies”.

Penny went “To the stars through adversity” (Ackerman & Maslin-Ostrowski, 2004:1). Surviving traumatic discombobulation, she acquired new skills and strength. She elevated her spirits and achieved personal gain through growth. She grew through it to be a stronger person. She has now more competencies than she had before. She has more confidence, because she is stronger. It was an awful experience, but she had the resilience to grow. Although it was a terribly demanding live through, she proved to be a really hard worker. She could have said: it is all too hard to make a difference to this school. Let’s adopt a minimalistic attitude. She could have even walked away. But she did not. Instead, she had strength of character and perseverance. Propelled by her passion to lead, she succeeded in making a difference to the school (Day, 2004). She was kind, she was authentic and she was driven by her values which are all central in good leadership practices (Angelidou, 2010). So, she was able to move her school into a new era successfully. There was something about her and her personality that enabled her to succeed.

In summary, Penny gained awareness and therefore was able to turn the situation around. She used her personal abilities and strong values, emotional reflexivity and management, high commitment and sense of responsibility,

reflection, feedback and resilience. In an analogous way, as discussed in Chapter 3, Gross (1998:277) quoted the psychological subfield of “personality”, as a major contributing factor in regulating emotions from a socially constructed perspective. This demonstrated “the capacity of an individual to act in such a manner, that shapes own and behaviour of others in the environment.”

7.1.3. WHAT FACTORS INFLUENCE THE DEVELOPMENT OF EFFECTIVE INTERPERSONAL RELATIONSHIP BETWEEN SCHOOL LEADER AND TEACHERS DURING THIS PERIOD?

The major factor which influenced the development of interpersonal relationships was the issue of trust. In the previous chapter, I was able to demonstrate how trust was built in Beetle School as a bi-directional process.

I concluded that trust was built based on Facets of Trust, Table 4.1., which were discussed in Chapter 4 (Tschannen-Moran, 2014). In Chapter 6, I examined step by step how they found application in my study. By the second year there was mutual caring, support and appreciation in the school. Penny was fair, extended goodwill to teachers and demonstrated her positive intentions. She was an honest person who showed integrity, accepted responsibility for her actions, kept promises, told the truth, was real to herself and others while safeguarding her authenticity. She created openness by maintaining open communication and sharing information. While at the beginning delegating tasks and sharing decisions found limited application in her practices, she introduced both later on. Penny was a reliable, dedicated and diligent person whose actions exhibited consistency and commitment. She became a competent leader and an example to follow for her teachers. She was a hard worker, able to handle difficult situations and resolve conflicts and problems. She developed a framework of discipline which buffered teachers

from outside disruptions. However, especially at the beginning, she could not buffer teachers from her own stress until she gradually gained control over it.

Linked with trust, was trustworthy leadership. I concluded that Penny became a trustworthy leader based on criteria, Table 4.3., discussed in Chapter 4 (Tschannen-Moran, 2014). In Chapter 6, I examined step by step how they found application in my study. Penny modelled her values by demonstrating conformity between her words, norms and actions, while she demonstrated the courage to produce change. She displayed genuine concern for stakeholders, communicated directly with them, introduced organization in the school and achieved goals. Initially, she had difficulties coaching and motivating people, speaking hard truths in a caring manner, listening actively and creating awareness. During her journey her skills improved. She learnt when and how to apply pressure and back off. She managed to establish a framework of discipline which induced emotional safety in the school, so that teachers could perform their duties and pupils could learn. Similarly, when new head teachers took over failing schools they first established a framework of discipline introducing clear boundaries of behaviour which settled teachers and pupils (Harris, 2007).

Following Penny's development, I realized that during the first year she started operating as a manager and by the second year she became a leader. This was also validated by the way teachers viewed Penny. It derived from the triangulation of teacher interviews and questionnaire results. I compared results between the first and second year, and discussed feedback from Penny.

Discussing results from teacher questionnaires using methods A and B, I concluded that teachers viewed overall Penny as follows:

Penny's strongest asset was "Directive Behavior". She talked enthusiastically about her school, was aware of what was happening in her school and was an inspiration to her teachers. She gave clear directions, determined and organized procedures, as well as allocated and explained tasks.

She was considered to be a good and confident leader. Her second asset was exhibiting “Understanding Behaviour”. She trusted teachers, was open and patient with them, empathized and sympathized with them. She listened to them when they talked about their problems and demonstrated understanding. Her third asset was “Encouraging Behaviour”. Teachers felt Penny was someone they could depend on, because she inspired their confidence and took personal interest in them. She was friendly with a sense of humour. Regarding “Granting teachers independence”, teachers felt they were given the opportunity and freedom to work independently, attend CPD, develop their own methods and decide things for themselves. Penny exhibited “Strict Behaviour”. She demanded a strict adherence to rules and regulations. She was demanding, but never enforced her authority or kept a tight rein on teachers’ activities at school. She did not demonstrate “Disapproving Behaviour”. Teachers did not perceive her to be dissatisfied, unhappy or suspicious. She did not put them down, believe they would not do things very well or was “Aggressive”. She did not have bad temper or mood, was sarcastic or impatient. However, she was too quick to correct a teacher who made a mistake. Penny did not seem to be “Uncertain” hesitant or timid acting as if she did not know what she was doing, or would not know what to do if a teacher would go against her. Teachers did not think she changed her mind easily.

According to results deriving from teacher interviews, I concluded that teachers viewed overall Penny in the following way:

Teachers appreciated her pleasant personality and wished she had more time to spend with them in the teachers’ room. However, they realized how busy she was, being constantly under the pressure to perform. Through her voice and mannerism, they acknowledged her stress and tension levels, and felt empathy for the challenges she faced. Challenges she faced were her overburden of responsibilities, the accomplishment of multiple tasks under time pressure, the urge by her perfectionism to strive for faultlessness, her lack of experience in the post and handling the indifference of some teachers’ behaviour towards their obligations. They acknowledged that Penny made a

difference to their school. They appreciated her contribution to the improvement of organizational and disciplinary issues as well as school premises. They admired her leadership capabilities and were happy that discipline was finally established in their school.

Teachers considered Penny to be an expressive, spontaneous, direct and a straight person who was sharing her emotions. Thus, they felt her enthusiasm for the school and her relief after tasks were completed successfully. They wished she would stay longer and feared that, when she would leave Beetle School in the future, the framework she had built with so much effort, could be destroyed by her successor. So, Penny was well regarded and respected by stakeholders for her personal and leadership abilities. Teachers considered Penny to be assertive, intelligent, argumentative, knowledgeable, visionary, committed, diligent, efficient, strict, decisive, dynamic, fair, courageous, honest, resilient and understanding. Her hard working nature, resilience, thoroughness and organizational skills presented an inspiration for them to follow. They could identify a difference between Penny and previous head teachers they had worked with. In comparison to her, they all worked less, were less dynamic but more relaxed and calm. Teachers were happy to work at Beetle School where the working environment was pleasant. Although there were conflicting situations among them, they felt that the good intention from most of them led to conflict resolution. Through their teamwork, they could manage playground supervision successfully.

Comparing the development of Penny between the first and second year based on results from teacher questionnaires and interviews, teachers felt the following:

In the first year she was very strict when handling teachers, believing they were not giving their best. She was isolated in her office and was not helping them enough with their teaching. She was getting distressed by many problems which she had difficulties handling. In contrast, during the second year teachers were happy with those issues and found that Penny spent more

time with them. Although she was still stressed out, it was much less, as she had managed to resolve most problems. The school was much more organized and disciplined. Penny was less strict, disapproving and aggressive with teachers. She demonstrated more understanding and encouragement, while she was giving them more independence. She was more assertive, as she was feeling more confident.

Summarizing, teachers following Penny's development could recognize a very positive difference between first and second year. They considered Penny as a capable, trustworthy and effective leader who managed to make a difference to Beetle School.

7.2. MY CONTRIBUTION TO KNOWLEDGE AND SUGGESTIONS

In this section, I will discuss my contribution to knowledge and make suggestions how to facilitate hardship during transition in the CES through professional preparation and support.

Challenges faced by the Novice in my research, mapped on the challenges associated with key emotions and coping mechanisms of previous research (Daresh, 1987, 1993; Parkay & Hall, 1992; Draper & McMichael, 1998; Daresh & Male, 2000; Rooney, 2000; Harris, 2007; Reeves, 2009; Spillane & Lee, 2013; Theodosiou, 2015). However, my aim was not to concentrate on the challenges, but the emotional dimension associated with the magnitude of adversity. My goal was to “capture” the reader in the emotional realm of a novice in Cyprus, who went through a traumatic experience to survive successfully. So, my contribution to knowledge is first, the emotional dimension associated with facing challenges of a novice during transition to headship and second, the step by step development of interpersonal relationships within the school.

In contrast to previous research, which lacked an in depth analysis of novices' emotions during this turbulent time, I illustrated in Chapter 6 Penny's traumatic transition through a rich thick description. I analyzed how the Novice felt and coped while building trust, adapting to the new environment, reshaping culture, socializing and maturing in the position to become a leader. Sensing myself the emotional trauma, which Penny was not allowing herself to articulate, urged me to move the reader emotionally in order to realize her experiences of distress, trauma, despair and disappointment. Therefore, I produced a rich, thick description which was enriched by an "inside" view of how I perceived her emotional experiences in order to evoke the senses of the reader. My interpretations were influenced by my role as a researcher in the field, educator in the CES and the way I viewed the context and the Novice. Inevitably my findings are subjective, time- and context bound.

Following Penny's journey for two years, I realized the magnitude of hardship she went through. I concluded that there is a cost attached to the fact that novices are simply catapulted into a new environment in Cyprus. Novices could be traumatized when they are thrown into an unknown territory and expected to survive successfully without proper preparation and support. Although this is not the norm in other countries, it may occur due to exceptional circumstances. However, this is the norm in Cyprus, where novices lose their support networks, because they are always appointed to an unknown school, possibly of a different kind and location. And even if they prove capable to survive, they are discouraged, instead of appreciated and rewarded. Penny felt demoralized by the system due to the lack of meritocracy (Pashiardis, 2004), nepotism (Georgiades, 2006) and effective evaluation system (World Bank, 2014) which were issues discussed in Chapter 1. This makes Cyprus a very challenging environment for novices, because there is a high price to pay if they really care, and if they are really dedicated to the education of children. So, most probably like Penny, also other Cypriot novices could go through hardship during transition. An example is the case of John discussed in Chapter 1.

Penny brought to headship theoretical knowledge in Educational Leadership, high resilience, high emotional and mental capacities and her leadership abilities. Despite all her skills and attributes, she still endured hardship. She survived successfully receiving no support or rewards in a system which programmed her to fail than to support her. It has been a real emotional “roller coaster”, but she was able to ride it by paying a high price and sacrificing her personal life. There was something about her dedication and her work which enabled her to get out of her initially own preoccupation with herself and her own emotions. She was able to grow through the experience and really keep the best interest at heart.

However, I wonder to what extent novices in Cyprus are required to bring to the job a similar profile to Penny’s in order to survive and be successful. As discussed in Chapter 1, novices are neither strategists nor numbers to be sent out to schools where vacancies are. Viewed from a constructivist perspective, which I discussed in Chapter 2, they are people who grow responding to events, as well as influencing those events by their way of being. Thus, my study is not about labelling people, but rather focusing on humanistic aspects and following the process of growing of Cypriot novices, as discussed in Chapter 1. Especially in open ended appointments, like it is the case in Cyprus, novices are entitled to the opportunity of developing and maturing emotionally in their role through professional training and support. My research was not about Penny, but about a novice who aimed to make a difference to her school, and who survived through hardship without having received training and support from the system.

Therefore, my study needs to be acknowledged at a policy level, because it demonstrates the trauma novices in Cyprus could experience. My results have implications for academics, practitioners, policy makers and other educational researchers.

Other educational systems recognized the existing problem, valued the contribution of professional and capable head teachers towards effective

leadership and high educational standards. They realized how difficult it was to find strong candidates, and therefore invested in their preparation by providing effective training and ongoing support.

For this reason, preparation, evaluation and the way novices are treated and supported in the CES, should be allocated much higher significance (Pashiardis, 2004). I would agree with Nicolaidou & Georgiou (2009) that their training would be more effective if it took place prior to their appointment. In resonance, findings emerging from Theodosiou (2015) also demonstrated the need for the professional development of novices through leadership development programs. She suggested a framework which she adapted from OECD (2007). It included a practical preparation which would exist parallel to the theoretical induction and in-service training for head teachers. Similarly, the educational reform proposals include leadership development for novices in Cyprus (MoEC, 2014). They incorporate the provision of a Leadership Academy which would enable candidates, after successful graduation, to apply for leadership positions within the CES.

Although Professional Socialization was initially beyond the scope of my study, my findings revealed that a more effective preparation, prior to appointment, could ease hardship during transition into headship. Results from my research and Theodosiou's (2015) demonstrated that novices preferred a personally oriented support and a redesign of NITPSL. Therefore, I agree with Theodosiou (2015) to incorporate, beside the theoretical, a practical component in the form of training in schools prior to appointment. This could include job-shadowing and coaching with experienced head teachers while attending the theoretical part of the NITPSL. Following headship appointment, online support and mentoring would facilitate novices through the embracement of openness to experience a smoother transition. Networking and formation of support groups would facilitate the cooperation between novices, because at present, head teachers in Cyprus work in isolation from their colleagues (Angelidou, 2010).

The NITPSL program should be redesigned to prepare leaders for the “reality” of headship, giving more emphasis on school particularities and provision of support, which is needed on headship commencement (Theodosiou, 2015:268). I would argue that knowledge should include a wider range of theoretical components. I would suggest the inclusion of reflective professional practices and personal development. Beatty (2007) suggested how novices should be equipped with skills like emotional preparedness and personal resilience, because apart from nurturing people around them, novices should also look after their own well being. They should also become familiar with how to create, reshape or revitalize school culture and learning conditions in their school.

Furthermore, knowledge about interpersonal skills, human relations like communication, psychology (Thody et al., 2007) and emotional strategies, would furnish novices with adequate emotional tools (Zembylas, 2010). Finally, knowledge about conflict management and resolution, improved school community relations, teacher performance, responsibility and evaluation (Daresh, 1987) would enrich leadership practices in Cyprus. The discussed suggestions would embrace a more holistic approach to the induction training of novices in the CES and enrich their theoretical background. Together with the practical component, they would enable them to cope in a more effective way with the adversity that lies ahead of them.

Future educational reforms in Cyprus should include, among other suggestions, the incorporation of an updated evaluation and promotion system, the decentralization of the CES and increased autonomy which should be allocated to schools. Those reforms combined with an effective preparation into headship, would contribute to the higher efficacy of leadership practices and consequently, the increase of educational standards in the CES.

Coming to the end of this chapter, I would like to summarize conclusions. Revisiting my research questions, I identified key emotions during transition which were feeling shocked, angry, sad, and finally content after

accepting and adapting to the situation in the new school environment. In order to overcome her trauma, the Novice used several coping strategies: Emotional Understanding and Awareness, reflection and resilience, moral purpose and emotional support. Through the triangulation of results, obtained from teacher questionnaires and interviews, I followed the development of the interpersonal relationship between the Novice and teachers, which was based on trust and trustworthy leadership. Since the aim of this study was to shed light into coping strategies and development of interpersonal relationships, the results served as a model to demonstrate what lies ahead of novices, and how they could cope with adversity. My contribution to knowledge is the emotional dimension behind the challenges during transition. In order to “capture” the reader, I produced a rich, thick description of emotional experiences in the first two years of early headship. I followed the development of several processes within the school: interpersonal relationships, reshaping Small Culture, adaptation of the Novice, trust building, and finally the establishment of trustworthy leadership. The emotional impact of transition on the Novice raised issues concerning preparation and support during early headship. For this purpose, I discussed suggestions which could facilitate novices’ induction into the post. They aimed to ease the hardship by enriching novices’ preparation with a practical and a revised theoretical component. In the next chapter, I will discuss my reflections, limitations and suggestions for future research.

CHAPTER 8

CONCLUSIONS

In this final chapter, I will discuss my reflections in relation to my study together with the difficulties I encountered. I will also comment on the limitations which apply to this case study and make suggestions for further research.

As discussed in the first chapter, in order to complete this thesis, I had to alter my stance from being a Scientist to becoming a Constructivist. Before proceeding with my subject, I had to enrich my theoretical background with philosophical and psychological concepts and change my mindset processes. I had difficulties accepting the change. Discovering how social reality was composed of many layers, I shifted my point of view expanding my holistic outlook from the health to the field of social sciences. This influenced my interaction with people and urged me to infuse my judgemental attitude with more flexibility and Emotional Understanding. This guided a new perspective in my life. So, by becoming a qualitative researcher I expanded my point of view, as explained in Chapter 1. I embraced the human dimension behind the professional role to incorporate a holistic approach to leadership, involving body, mind and soul.

Through my research I learnt to persevere, not to give up, to be courageous to introduce change, and finally not to become discouraged by hardship. I am aware that my research relied, not only on a single case but also on a single researcher. I was the observer, interviewer and the only one who analyzed and interpreted my data. If more researchers were involved, gathering, analyzing and interpreting data would have offered an instant triangulation of results. I am aware that another researcher could have experienced the situation differently, and that my findings are subject to my personal interpretations. Being an observer in the school, I could have had an effect on the behaviour of the head teacher and teachers. In order to combat

limitations, I triangulated my data and discussed issues with critical friends and my supervisor.

Encountering difficulties to find head teachers who were willing to share their emotional experiences in leadership, I realized the courage and self-confidence Penny had. She was brave enough to “break her silence” (Beatty, 2000) and share her emotional realm, especially during the turbulent times of transition in an environment where emotions in leadership are a taboo. Not only did she have the courage to make a difference to her school, but more so to contribute to the research of emotional leadership in Cyprus. I wish that other head teachers will be encouraged in the future to follow her example and share their experiences, embracing openness in their professional practices.

I hope that my work will inspire also other researchers to explore the “colourful language” of emotions in school leadership. Finally, I hope that my work will persuade more head teachers in Cyprus to adopt a people centred approach and embrace emotional leadership practices.

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APPENDICES

APPENDIX A: INTERVIEWS

A.1. INTERVIEWS WITH THE HEAD TEACHER

A.1.1. QUESTIONS OF THE FIRST INTERVIEW WITH THE HEAD TEACHER

1. Would you like to tell me a few words about your journey in education? What moved you to becoming a teacher? What prompt you to become a head?
2. Which are the most difficult incidences that you have faced as a novice? Can you recall any emotions? How did you respond, how did you cope with them? What skills and qualities contributed to your reactions?
3. Are you happy with the results? Do you think you would react in the same way again? If not, what would you do differently?
4. How would you consider yourself in relation to emotional expression in general?
5. According to your opinion what is the role of emotions in leadership? Do you have any examples in mind?
6. Can you think of any emotional situations with teachers, parents or students you have been involved strongly? How was your approach?
7. Was the strategy you applied in those incidences usual or unusual for

you? What moved you to handle those incidences in this particular way?

8. How would you describe the quality of your relationship with your staff? How important is this for you?

9. What contributed to the formation of this relationship?

10. How do you get feedback from your staff? What kind of examples cross your mind?

12. How do you perceive the emotions and moods of your teachers? How did you acquire those skills? How important is this for you? To whom do you talk to and how do you express your opinion?

13. How do you show your personal interest to your teachers?

14. How do you believe your teachers see you?

15. How is according to your opinion the working climate in your school? How do you maintain it?

16. How do you safeguard your personal and internal balance?

17. Is there anything else that you consider important that we have not discussed?

A.1.2. QUESTIONS OF THE SECOND INTERVIEW
WITH THE HEAD TEACHER

1. During observation I have seen you in the role of the head teacher. I have sensed your love and devotion for your school. I felt the enthusiasm and passion you have for your work and I have admired your way of dealing with the daily problems. How do you feel in this role?
2. I have seen you protecting with pastoral care your group. "Leaders care more for their staff than they care for themselves (Harris 2004)". How do you feel about this quote?
3. During observation I saw how you experienced an emotional dilemma in the critical incidence where the teacher and the pupil had a conflict. While the pupil, his parents and the teacher were in your office, I could feel the emotional stress you were going through and your intention to resolve the issue in the fairest way. Would you like to tell me more about this incidence?
4. Do you follow any strategies which help you deal with difficult situations?
5. During observation I admired your enthusiasm while you prepared the theatre performance and how it was transmitted to the people around you. How do transfer your emotions to others?
6. During observation I saw how devoted your deputies were to you. While we were together in the playground, I could also sense the respect and appreciation that pupils and teachers have for you. How did you manage to create this strong relationship with them?
7. During observation, I noticed how tired you were at the end of the school day. How do you manage to keep your internal balance?

8. During the observation, I recognized your strength when I analyzed how many tasks and activities were accomplished during the school day. I realized that there were many parallel projects running. I admired your ability to catch up with all of them without the slightest difficulty. How do you manage?

9. Are there issues that wake you up in the middle of the night?

10. If somebody told you at the end of the year that you would be relocated to another school, how would you feel about it?

11. How did you manage to cope with the problems of this school during the first year?

12. Would you like to describe a critical incidence you have experienced while being a head?

13. What role does gender play in your career as an educator in the CES?

14. Have you ever felt discriminated due to gender issues? Could you please explain?

15. Have you ever been at a situation where you perceived people around you, saying that you behave in a certain emotional way because you are a woman? Would you like to tell me more about it?

A.1.3. QUESTIONS OF THE THIRD INTERVIEW
WITH THE HEAD TEACHER

1. Before becoming a head how have you imagined this role? How does this compare to reality?
2. Does the Cypriot culture impose a certain profile on head teachers? What are the characteristics?
3. What is your feedback on the results in relation to the teacher questionnaires of the second year? Are they as you expected them or different?
4. Reflecting back on the first and second year in post how do you think they compare with each other?
5. How did you find the NITPSL? How useful was it for you? What do you think needs to be changed?

A.2. INTERVIEWS WITH THE TEACHERS

A.2.1. QUESTIONS OF TEACHER INTERVIEW

1. How long have you been at this school?
2. How do you feel working at this school?
3. How is the working environment?
4. Observing your head teacher what kind of emotions do you think she experiences?
5. How do you think she copes with those emotions?
6. How do you think she handles her emotions in general?
7. How do you see your head teacher in the role of an educational leader?
8. How did you experience your head teacher in the first and second year? How do both profiles compare to each other?
9. What differences has your head teacher made to your school?
10. How do you think your head teacher has developed in her role?
11. How do you experience your head teacher from the humanistic side?
12. Are there any issues you would like her to change in the way she operates?
If yes what?
13. How would you like a head teacher to be? Could you please describe a profile?

14. How does your head teacher compare to this profile?
15. How does your head teacher convince others to follow her?
16. How emotionally safe do you feel with this head teacher?
17. How supportive do you think she would be if you had a problem?
18. What have you gained from working with your head teacher?
19. If you compare her with previous head teachers what are the differences you see?
20. Leaving from this school what will you take with you?

APPENDIX B: INFORMATION SHEETS

FOR PARTICIPANTS

B.1. INFORMATION SHEET FOR INTERVIEW PARTICIPANTS

THESIS TITLE:

“EMOTIONAL EXPERIENCES OF A HEAD TEACHER DURING THE
FIRST TWO YEAR PERIOD OF LEADERSHIP IN A SECONDARY
SCHOOL IN CYPRUS”

First of all, I would like to thank you for volunteering to participate in this research project by taking part at this interview. This aims to investigate the interpersonal relations between head teacher and teachers.

Your participation at this interview will remain confidential.

Finally, I would like to thank you for participating at this research project. Should you have any questions please do not hesitate to ask me.

Mary Mourettou

Professional Doctorate Student at the University of Nottingham

Mob.

Should you wish to complain about ethical matters, you may contact the University of Nottingham, School of Education, Research Ethics Coordinators, Dr Alison Kington t: +44 (0)115 951 4420, Professor John Morgan t: +44 (0)115 951 4486 and Dr David Murphy t: +44 (0)115 846 6455”

B.2. INFORMATION SHEET FOR TEACHER QUESTIONNAIRE

THESIS TITLE:

“EMOTIONAL EXPERIENCES OF A HEAD TEACHER DURING THE
FIRST TWO YEAR PERIOD OF LEADERSHIP IN A SECONDARY
SCHOOL IN CYPRUS”

First of all, I would like to thank you for volunteering to participate in this research project by completing the present questionnaire. This questionnaire aims to investigate the interpersonal relations between head teacher and teachers. The questionnaire will take the maximum of 10 minutes to complete. It is anonymous, and therefore I would kindly ask you to avoid mentioning or writing anything which could reveal your identity.

Questionnaires were given in an envelope randomly to all teachers. Please keep the envelope and enclose the answered questionnaire without writing anything personal on it. Once you have completed the questionnaire, I would kindly ask you to seal the envelope. Please throw the sealed envelope in the sealed white box which is situated in the administration office of your school. The questionnaires will be viewed only by me.

The completion of the questionnaire is voluntary and you may leave out questions you feel uncomfortable answering. It is designed to evaluate your opinion about the interrelations between your head teacher and teachers. On each page you will find a series of questions to be answered. Please note your TRUE opinion about the way the head teacher interacts with teachers. This will be expressed with the following words:

“never – rare – sometimes – often – always” with the codes:

never = 1, rare=2, sometimes=3, often=4, always=5

Please read each statement and circle the number which corresponds to your true opinion.

Finally, I would like to thank you for participating at this research project.
Should you have any questions please do not hesitate to contact me.

Mary Mourettou
Professional Doctorate Student at the University of Nottingham
Mob.

Should you wish to complain about ethical matters you may contact the
University of Nottingham, School of Education, Research Ethics Coordinators,
Dr Alison Kington t: +44 (0)115 951 4420,
Professor John Morgan t: +44 (0)115 951 4486 and
Dr David Murphy t: +44 (0)115 846 6455”

APPENDIX C: INFORMED CONSENT FORM

C.1. INFORMED CONSENT FORM FOR INTERVIEWED PARTICIPANTS

Project title “EMOTIONAL EXPERIENCES OF A HEAD TEACHER
DURING THE FIRST TWO YEAR PERIOD OF LEADERSHIP IN A
SECONDARY SCHOOL IN CYPRUS”

Researcher’s name Mary Mourettou

Supervisor’s name Dr Belinda Harris and Prof Christopher Day

- I have read the Information Sheet. The nature and purpose of the research project have also been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from this research project at any stage and that this will not affect my status now or in the future.
- I understand that information gained during the study may be published. However, I will not be identified and my personal results will remain confidential.
- I understand that I will be audio-taped during the interview.
- I understand that data will be stored only with Mary Mourettou. They will be stored on a USB stick. This is placed in her office drawer in her

flat. Apart from her, nobody will have access neither to questionnaires nor to the audio taped interviews.

- I understand that I may contact the researcher or supervisors if I require further information about the research. I may contact the Research Ethics Coordinator of the School of Education, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed

Print name **Date**

Contact details

Researcher: Mary Mourettou, (my home address, mobile number and email)

Supervisors: University of Nottingham, School of Education

Dr Belinda Harris, Room B5 Dearing, Jubilee Campus, Wollaton Road
Nottingham, NG8 1BB, UK, Tel 0115 951 4458,

belinda.harris@nottingham.ac.uk

Prof Dr Christopher Day, Room C3 Dearing, Jubilee Campus, Wollaton Road,
Nottingham, NG8 1BB, UK, 0115 951 4423, christopher.day@nottingham.ac.uk

School of Education Research Ethics Coordinator:

educationresearchethics@nottingham.ac.uk

APPENDIX D : TEACHER QUESTIONNAIRES

D.4.1. DESCRIPTION OF QUESTIONNAIRE SCALES

ABOUT THE HEAD TEACHER

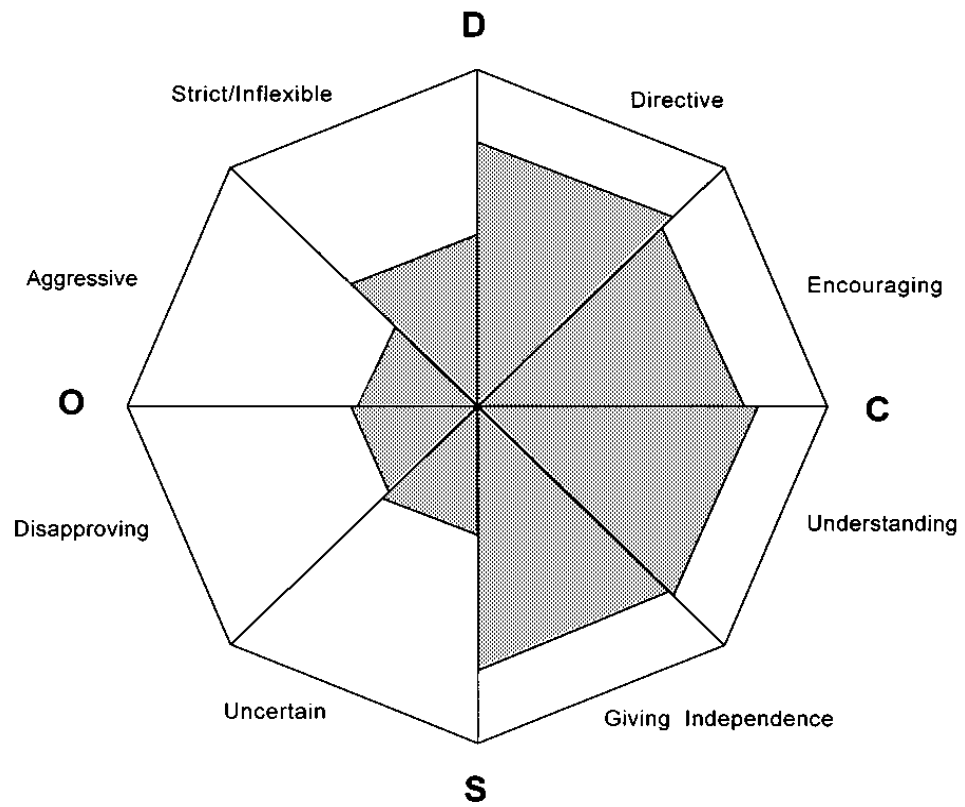
(Fisher & Cresswell, 1998:236)

DESCRIPTION OF QUESTIONNAIRE SCALES			
Scale and Coding	Description of associated behaviours	Sample item	Questions (Questionnaire)
(DC) Directive behaviour	Notices what's happening, leads, organises, gives orders, sets tasks, determines procedures, directs, explains, holds attention.	This Principal gives clear directions.	1, 5, 9, 13, 17, 21
(CD) Encouraging behaviour	Assists, shows interest, joins, behaves in a friendly or considerate manner, is able to make a joke, inspires confidence and trust.	This Principal takes a personal interest in teachers.	4,8, 12, 16, 20, 24
(CS) Understanding behaviour	Listens with interest, empathises, shows confidence and understanding, accepts apologies, looks for ways to settle differences, is patient, is open with teachers.	If teachers have this Principal he/she will listen to them	2, 6, 10, 14, 18, 22

(SC) Giving independence behaviour	Gives teachers opportunities to work independently, allows teachers time for professional development, gives them the freedom to choose their own teaching methods.	This Principal gives teachers the opportunity to develop their own courses.	26, 30, 34, 38, 42, 46
(SO) Uncertain behaviour	Keeps a low profile, is hesitant, timid, not sure what to do.	This principal often changes his/her mind.	3, 7, 11, 15, 19, 23
(DIS) Disapproving behaviour	Thinks teachers are not giving their best, criticises, questions, is suspicious.	This Principal puts teachers down.	27, 31, 35, 39, 43, 47
(AD) Aggressive behaviour	Gets angry, looks down on teachers, expresses irritation, punishes.	This Principal is impatient with the teachers	25, 29, 33, 37, 41, 45
(DO) Strict/inflexible behaviour	Keeps reins tight, checks, judges, has strict adherence to rules and regulations, is inflexible.	This Principal keeps a tight rein on teachers' activities at school	28, 32, 36, 40, 44, 48

**D.4.2. PIQ SECTOR OF TEACHERS' PERCEPTIONS OF
PRINCIPAL INTERPERSONAL BEHAVIOUR (SAMPLE)**

(Fisher & Cresswell, 1998:240)



D.4.3. TEACHER QUESTIONNAIRE GIVEN EACH YEAR

Please read the following statements and circle the letter that reflects your ACTUAL opinion of your principal

	Never	Rarely	Sometimes	Often	Always
1. This Principal talks enthusiastically about his/her school.	1	2	3	4	5
2. This Principal trusts the teachers at this school.	1	2	3	4	5
3. This Principal seems uncertain.	1	2	3	4	5
4. This Principal gets angry unexpectedly.	1	2	3	4	5
5. This Principal is an inspiration to his/her teachers.	1	2	3	4	5
6. If teachers don't agree with this Principal, they can talk to him/her about it.	1	2	3	4	5
7. This Principal is hesitant.	1	2	3	4	5
8. This Principal looks down on the teachers at this school.	1	2	3	4	5
9. This Principal gives clear directions.	1	2	3	4	5
10. If teachers have something to say, this Principal will listen.	1	2	3	4	5
11. This Principal acts as if he/she does not know what to do.	1	2	3	4	5
12. This Principal is too quick to correct a teacher who makes a mistake.	1	2	3	4	5
13. This Principal knows everything that goes on in the school.	1	2	3	4	5
14. This Principal sympathises with teachers.	1	2	3	4	5
15. This Principal is not sure what to do if a teacher goes against him/her.	1	2	3	4	5
16. This Principal has a bad temper.	1	2	3	4	5

17. This Principal is a good leader.	1	2	3	4	5
18. This Principal is patient.	1	2	3	4	5
19. This Principal is timid.	1	2	3	4	5
20. This Principal is sarcastic.	1	2	3	4	5
21. This Principal acts confidently.	1	2	3	4	5
22. This Principal demonstrates understanding when staff has problems.	1	2	3	4	5
23. This Principal changes his/her mind.	1	2	3	4	5
24. This Principal is impatient with the teachers at this school.	1	2	3	4	5
25. This Principal helps teachers with their teaching.	1	2	3	4	5
26. Teachers can influence this Principal.	1	2	3	4	5
27. This Principal seems unhappy.	1	2	3	4	5
28. This Principal is strict.	1	2	3	4	5
29. This Principal takes a personal interest in teachers.	1	2	3	4	5
30. This Principal gives teachers the opportunity to work independently.	1	2	3	4	5
31. This Principal puts teachers down.	1	2	3	4	5
32. This Principal is very demanding.	1	2	3	4	5
33. This Principal is friendly.	1	2	3	4	5
34. This Principal gives freedom to teachers to choose their own teaching methods.	1	2	3	4	5
35. This Principal thinks that teachers at this school can't do things very well.	1	2	3	4	5
36. This Principal keeps a tight rein on teachers' activities at school.	1	2	3	4	5

37. This Principal is someone teachers can depend on.	1	2	3	4	5
38. This Principal gives teachers time to attend to their professional development.	1	2	3	4	5
39. This Principal seems dissatisfied.	1	2	3	4	5
40. This Principal is inflexible in demanding a strict adherence to rules and regulations.	1	2	3	4	5
41. This Principal has a sense of humour.	1	2	3	4	5
42. This Principal gives teachers the opportunity to develop their own courses.	1	2	3	4	5
43. This Principal is suspicious.	1	2	3	4	5
44. This Principal has to enforce his/her authority.	1	2	3	4	5
45. This Principal can take a joke.	1	2	3	4	5
46. This Principal allows teachers to decide things for themselves.	1	2	3	4	5
47. This Principal thinks that the teachers are not giving their best.	1	2	3	4	5
48. This Principal is severe when dealing with teachers.	1	2	3	4	5

D.4.4. RESULTS FROM THE TEACHER QUESTIONNAIRES
FIRST YEAR (QRA1)

QUESTION NUM.	DC	CS	SO	AD	CD	SC	DIS	DO
1	19.0	21.0	20.0	15.0	19.0	20.0	10.0	26.0
2	30.0	30.0	7.0	11.0	25.0	23.0	10.0	13.0
3	29.0	26.0	9.0	13.0	24.0	24.0	18.0	20.0
4	29.0	29.0	9.0	12.0	29.0	26.0	16.0	16.0
5	24.0	21.0	17.0	14.0	20.0	21.0	14.0	17.0
6	26.0	26.0	7.0	12.0	25.0	24.0	12.0	16.0
7	27.0	27.0	11.0	12.0	24.0	21.0	13.0	18.0
8	21.0	11.0	6.0	22.0	15.0	12.0	24.0	22.0
9	28.0	24.0	14.0	12.0	23.0	21.0	13.0	13.0
10	16.0	8.0	22.0	27.0	13.0	12.0	27.0	26.0
11	13.0	9.0	18.0	24.0	10.0	10.0	20.0	14.0
12	26.0	22.0	13.0	18.0	20.0	18.0	14.0	16.0
13	24.0	28.0	13.0	12.0	21.0	25.0	13.0	12.0
14	25.0	26.0	8.0	15.0	20.0	23.0	13.0	22.0
15	20.0	20.0	14.0	18.0	20.0	22.0	23.0	23.0
16	17.0	16.0	15.0	26.0	20.0	21.0	25.0	25.0
17	28.0	27.0	8.0	11.0	22.0	25.0	13.0	16.0
18	22.0	21.0	15.0	14.0	20.0	18.0	16.0	18.0
19	26.0	29.0	10.0	10.0	27.0	25.0	13.0	13.0
20	20.0	22.0	14.0	14.0	20.0	24.0	24.0	23.0
21	26.0	27.0	11.0	15.0	25.0	24.0	16.0	24.0
all	496.0	470.0	261.0	327.0	442.0	439.0	347.0	393.0
average	23.6	22.4	12.4	15.6	21.0	20.9	16.5	18.7

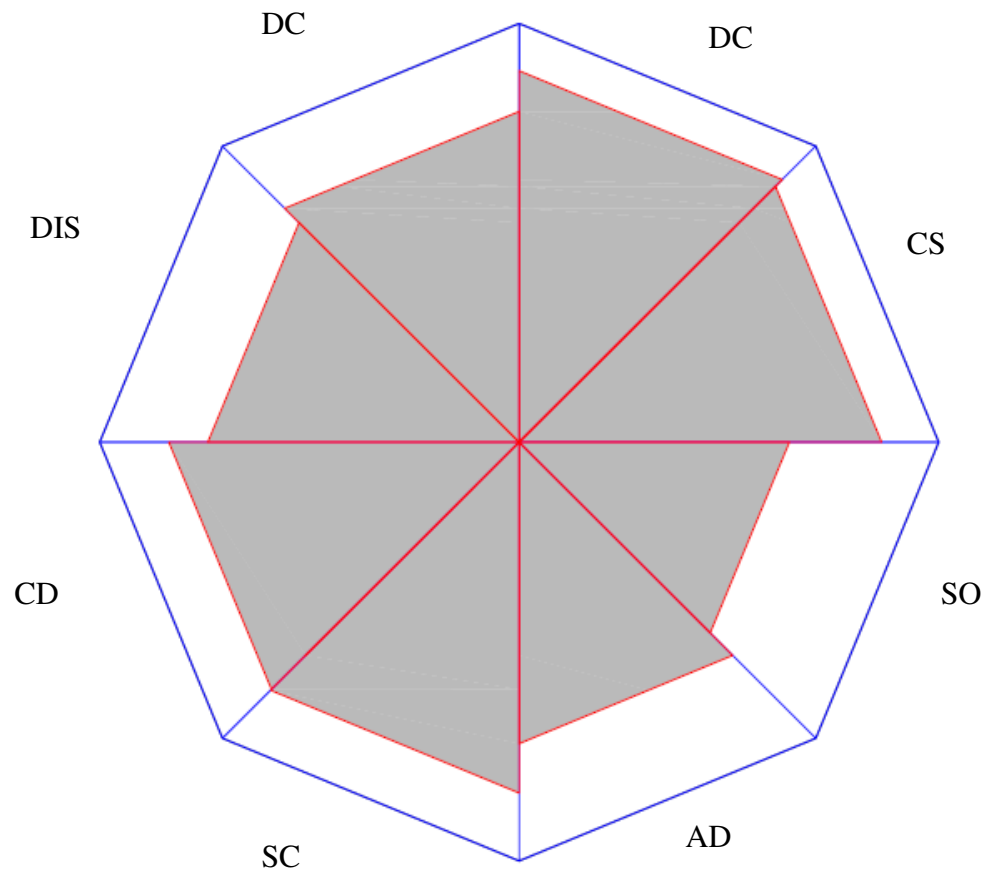
D.4.5. RESULTS FROM THE TEACHER QUESTIONNAIRES
SECOND YEAR (QRA2)

QUESTION NUM.	DC	CS	SO	AD	CD	SC	DIS	DO
1	16.0	21.0	20.0	15.0	17.0	21.0	10.0	22.0
2	30.0	26.0	7.0	11.0	29.0	27.0	10.0	13.0
3	28.0	26.0	9.0	13.0	25.0	25.0	19.0	23.0
4	29.0	29.0	9.0	12.0	28.0	28.0	13.0	15.0
5	25.0	26.0	7.0	12.0	26.0	27.0	10.0	20.0
6	24.0	21.0	17.0	15.0	19.0	23.0	14.0	18.0
7	25.0	27.0	11.0	12.0	28.0	24.0	13.0	19.0
8	29.0	30.0	8.0	12.0	26.0	23.0	10.0	18.0
9	24.0	21.0	8.0	22.0	24.0	26.0	21.0	22.0
10	26.0	24.0	11.0	17.0	21.0	23.0	12.0	22.0
11	27.0	25.0	8.0	12.0	24.0	24.0	11.0	17.0
12	22.0	17.0	14.0	16.0	16.0	17.0	20.0	18.0
13	25.0	23.0	16.0	18.0	19.0	24.0	15.0	17.0
14	28.0	27.0	7.0	10.0	24.0	21.0	12.0	17.0
15	25.0	20.0	9.0	14.0	19.0	21.0	20.0	22.0
16	19.0	14.0	13.0	22.0	15.0	18.0	19.0	27.0
17	26.0	28.0	11.0	12.0	24.0	24.0	18.0	18.0
18	28.0	28.0	8.0	13.0	26.0	24.0	17.0	13.0
19	29.0	28.0	7.0	14.0	29.0	23.0	11.0	18.0
20	27.0	30.0	8.0	13.0	17.0	23.0	14.0	18.0
21	29.0	29.0	6.0	13.0	28.0	26.0	18.0	16.0
22	30.0	30.0	10.0	12.0	24.0	21.0	9.0	11.0
23	30.0	28.0	8.0	13.0	22.0	24.0	13.0	16.0
24	25.0	26.0	12.0	17.0	18.0	20.0	15.0	15.0
all	626.0	604.0	244.0	340.0	548.0	557.0	344.0	435.0
average	26.1	25.2	10.2	14.2	22.8	23.2	14.3	18.1

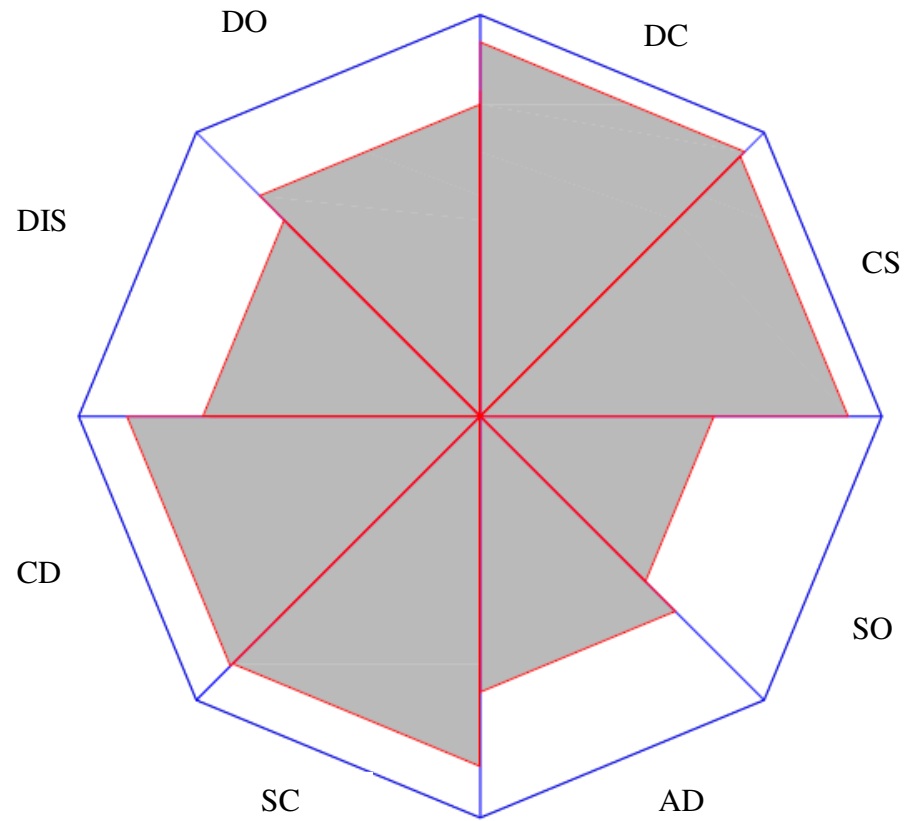
D.4.6. AVERAGE OF RESULTS OF (QRA1) AND (QRA2)

ASSOCIATED BEHAVIOUR	FIRST YEAR	SECOND YEAR
Leadership: DC Directive	24	26
Helpful/friendly: CD Encouraging	21	23
Understanding: CS Understanding	22	25
SC: Giving independence	21	23
Uncertain: SO Uncertain	12	10
DIS: Disapproving	17	14
AD Aggressive	16	14
DO: Strict/inflexible	19	18

D.4.7. PIQ SECTOR PROFILE OF THE NOVICE
FOR THE FIRST YEAR



D.4.8. PIQ SECTOR PROFILE OF THE NOVICE
FOR THE SECOND YEAR



D.4.9. RESULTS FROM TEACHER QUESTIONNAIRES **(QRB)**

The answers from questionnaires were grouped for each question and each year according to three categories:

1. Category: never/rarely
2. Category: sometimes
3. Category: often/always

I also registered if there was any difference between the first and second year.

Scale: **DIRECTIVE (DC)**

There was no significant difference between the two years

Penny often/always talks enthusiastically about her school.

Most teachers think that Penny is often/always an inspiration to them.

Penny often/always gives clear directions.

Penny often/always knows what goes on in the school.

Penny is often/always a good leader.

Penny often/always acts confidently.

Scale: **ENCOURAGING (CD)**

This Principal helps teachers with their teaching.

(First Year: NEVER/RARELY, Second Year: OFTEN/ALWAYS)

Penny often/always takes a personal interest in teachers.

Penny is often/always friendly.

Penny is often/always someone teachers can depend on.

Penny often/always has quite a sense of humour.

Penny is never/rarely dissatisfied

Scale: **UNDERSTANDING (CS)**

There was no significant difference between the two years.

Penny trusts often/always teachers at this school.

When teachers don't agree with Penny they can often/always talk to her about it.

Teachers believe that Penny often/always listens when teachers have something to say.

Teachers believe that Penny often sympathizes with them.

Penny is often/always patient.

Penny often/always demonstrates understanding when staff has problems.

Scale: **INDEPENDENCE (SC)**

There was no significant difference between the two years.

Penny often/always gives teachers the opportunity to develop their own courses.

Teachers think they can sometimes influence Penny.

Penny often/always gives teachers the opportunity to work independently.

Penny often/always gives time to teachers to attend their professional development.

Penny often/always gives freedom to teacher to choose their own teaching methods.

Penny often/always lets teachers decide things for themselves.

Scale: **UNCERTAINTY (SO)**

There was no significant difference between the two years.

Penny never/rarely seems uncertain.

Teachers think that Penny is never/rarely hesitant.

Teachers believe that Penny never/rarely acts as if she doesn't know what she is doing.

Penny is never/rarely unsure of what to do if a teacher goes against her.

Penny is never/rarely timid.

Penny never/rarely changes her mind.

Scale: **DISAPPROVING (DIS)**

Penny believes that teachers are not giving their best.

(First year: SOMETIMES, Second year: NEVER/RARELY)

Penny never/rarely seems dissatisfied.

Penny never/rarely puts teachers down.

Penny never/rarely believes teachers can't do things very well.

Penny never/rarely seems unhappy.

Penny is never/rarely suspicious.

Scale: **AGGRESSIVE (AD)**

There was no significant difference between the two years.

Penny never/rarely has got a bad temper.

Penny never/rarely puts teachers down.

Penny is often/always too quick to correct a teacher who makes a mistake.

Penny is never/rarely in a bad mood.

Penny is never/rarely sarcastic.

Penny is never/rarely impatient with the teachers.

Scale: **STRICT/FLEXIBLE (DO)**

Penny is very strict handling teachers.

(First year: OFTEN/ALWAYS, Second year: NEVER/RARELY)

Penny is often/always strict.

Penny is sometimes demanding.

Penny never/rarely keeps a tight rein on teachers' activities at school.

Penny is quite often/always flexible in demanding a strict adherence to rules and regulations.

Penny can never/rarely enforce her authority.

D.4.10. COMPARISON BETWEEN (QRA) AND (QRB) IN THE FIRST AND SECOND YEAR

Scale: DIRECTIVE (DC)

While according to (QRA) Penny was slightly more directive, (QRB) revealed no difference.

Scale: ENCOURAGING (CD)

(QRB) showed that Penny was more encouraging in the second year because she was helping teachers more with their teaching.

Scale: UNDERSTANDING (CS)

While (QRA) showed that Penny was more understanding in the second year, (QRB) showed no difference.

Scale: INDEPENDENCE (SC)

While (QRA) showed Penny was giving more independence to teachers, in the second year, (QRB) showed no difference.

Scale: UNCERTAINTY (SO)

While (QRA) showed that Penny was less uncertain in the second year, (QRB) showed no difference.

Scale: DISAPPROVING (DIS)

(QRB) showed that in the first year teachers thought Penny believed that sometimes they were not giving their best. In the second year they thought that this never/rarely happened. (QRA) showed only that Penny was less disapproving in the second year.

Scale: AGGRESSIVE (AD)

While (QRB) showed no significant difference between first and second year, (QRA) showed that Penny was less aggressive in the second year.

Scale: STRICT/FLEXIBLE (DO)

(QRB) showed that teachers thought how Penny in the first year was often/always very strict handling them. In contrast in the second year they thought she never/rarely acted in this way. (QRA) showed that Penny was less strict in the Second Year.