Teachers’ perceptions of school principals’ role in tackling the pandemic crisis

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Abstract

Purpose – This paper reports the findings of a qualitative study on teachers’ perspective about school principals’ role during the pandemic in the context of Greece. In particular, information is provided on school principals’ communication and leadership aspects in tackling the pandemic crisis as well as the obstacles observed in this particular setting.

Design/methodology/approach – Data were collected through the focus group interview tool and included 19 teachers from primary and secondary education in Greece. Due to the circumstances of the pandemic crisis, the interview process was held using the Zoom software environment. The data collection tools included a common semi-structured interview protocol developed specifically for this study based on the current theoretical sources of school principals’ role in tackling the pandemic crisis.

Findings – The findings of this study indicated the important aspects of trust, collaboration, and positive climate, together with school principals’ external dimension that included the outreach of the local community, parents, private organizations, etc. during the pandemic crisis. Finally, obstacles connected to the students’ lack of technological equipment were also observed and addressed by school principals.

Research limitations/implications – The findings of this study could not be generalized since the study proceeded with convenience sampling. Furthermore, the data were collected while the world was in lockdown during the second pandemic wave.

Originality/value – This piece of research adds to the empirical aspect of school principals’ role during the pandemic crisis from a different perspective and reports that researching school principals’ role in tackling crises has grown considerably.

Keywords Teachers, School principals, Crisis, Pandemic crisis

Paper type Research paper

Introduction

The crisis of COVID-19 affected education systems around the globe and changed the traditional teaching and learning process in school organizations. Distance learning and teaching modes, in particular, were introduced with upheavals and changes in the educational process. In fact, even if this remote mode was implemented in the teaching and learning process, when emergency circumstances were presented (US Department of Education, 1996), it was clearly stated that the introduction of a distance learning mode, in this particular setting, revealed how unprepared all the education systems were in terms of infrastructure and staff training. Overall, educational practices were dramatically altered (Harris, 2020) in more than 200 countries, affecting almost 1.6 billion learners (Pokhler and Chhetri, 2021). It is generally agreed that during this pandemic crisis, teachers in school organizations had the most important role to play since they had undertaken the difficult task of transforming their conventional teaching into a distance or online environment. Recent research studies indicated that the pandemic crisis placed pressure on teachers and school
principals (e.g., Walls and Seashore, 2021), whilst other recent research studies revealed the teachers’ challenges of adjusting to new circumstances and the complexities of meeting students’ needs remotely while maintaining high academic expectations (e.g., Burgin et al., 2021). At the other end of the spectrum, school principals had an important role to play concerning the outbreak of the pandemic crisis and emerged as a significant source of influence on students’ learning outcomes (Harris, 2020; Netolicky, 2020; Kafa and Pashiardis, 2020; Kafa, 2021). In particular, school principals had to maintain their leadership dynamic and guidance to navigate through this particular crisis. Although in the scientific field of educational leadership current studies are moving forward from the conceptualization of the pandemic crisis to empirical results, by providing information on how school principals reacted during this pandemic crisis, limited to no existing research data presented on teachers’ perspective on how their school principals dealt with this particular crisis and to what extent a support was provided to them. Therefore, the theoretical lens that guided this study was based on the conceptual approach to the topic, as mentioned above and as mentioned in the following sections of this paper. In particular, existing conceptual information and theories argued about the important role of school principals during crises and times of uncertainty and supported how school principalship was redefined through the pandemic crisis. Yet, answers to this particular statement through empirical research studies are limited. Furthermore, answers about this particular topic must be provided from the multiple perspectives of the various school stakeholders. Based on the above statements, this study comes to highlight the role of school principals in tackling the pandemic crisis through the perspective of teachers in various school organizations in Greece. Yet, it is important to mention that the findings of this study could not be generalized since the study proceeded with convenience sampling. Therefore, based on what has been presented, this research study provides answers to the following research questions:

1. How did school principals communicate with teachers in tackling the pandemic crisis?
2. What kind of leadership aspects were promoted in tackling the pandemic crisis from teachers’ perspective?
3. What were the main obstacles that school principals had to face during the pandemic crisis from teachers’ perspective?

School principals’ role in crisis tackling: insights from the literature
The pandemic crisis of this “supernova” force, as characterized by Azorin (2020), significantly altered the education landscape and redefined the role of school principals and teaching staff. Specifically, teachers took the important role of supporting the teaching and learning process through unknown paths. Based on that, teachers have experienced significant, negative impacts on various aspects of their work (Wronowski et al., 2021). Decades ago, Hamblin (1958) argued in his work that managers and leaders are the most important aspects during a crisis, and therefore, their followers are more easily influenced by them. Therefore, crisis is a crucial aspect that enables the organization to be more creative and even, sometimes, to provide an opportunity to change itself into a better one. Based on that, leaders have an important duty that includes minimizing the harm to the staff and ensuring the overall recovery and survival of the organization (Smith and Riley, 2012). What is more important is the fact that in any particular crisis, a leader has the opportunity to deviate from the status quo and be innovative in order to address the crisis (Halverson et al., 2004). Yet, a substantial observation in school organizations in relation to the outbreak of a crisis is the confusion between actual crises and school problems. Much of the literature on “crisis” is connected to
well-known, predictable events and challenges in school organizations and does not fit the generally accepted definition of a crisis (Smith and Riley, 2012). In other words, crises in schools mostly refer to problems occurring in the school organizations, rather than actual urgent situations, such as the global pandemic of COVID-19. Having said that, the need for supporting school principals in crisis handling or in “crisis management” is important (James et al., 2011). Based on the aforementioned, current literature (e.g., Bartsch et al., 2021) supports that there is a research gap concerning effective leadership in crisis situations. School principals during a crisis need to understand the necessity of information, collaboration and immediate response. In other words, school principals are expected to organize an effective, timely and legitimate response in times of deep uncertainty (Ansell and Boin, 2019). In fact, during a crisis, school principals must promote adequate practices to address the crisis rather than simply repeating previous leadership practices that is considered “good leadership,” as these practices may result in a failure to respond adequately to the crisis (Probert and Turnbull James, 2011). These specific practices and competencies include important aspects such as emotional stability, external collaboration, communication and trust building, concrete decision-making process, accountability and autonomy. More specifically, during a crisis, school principals need to move beyond any emotional responses that could include fear, denial, anxiety and stress and act in extraordinary ways (James et al., 2011). Moreover, researchers (e.g., Harris and Jones, 2020; Sutherland, 2017) demonstrated the important aspect of collaboration with external school stakeholders during a crisis. In particular, referring to the community as a key resource with capacity, knowledge and additional expertise during this pandemic crisis. In addition, communication and trust issues support the tackling of any crisis. For Lockwood (2005), effective communication and building trust determine the success or failure of crisis management efforts, whilst effective internal communication practices could in fact provide a supportive work environment during a crisis and can thus increase employees’ intrinsic needs satisfaction (Lee et al., 2020). Also, in another study in school organization by Twyford and Le Fevre (2019), the researchers indicated that the concept of trust between teachers and the school principal was necessary for them to share their vulnerability, and take risks when uncertainty was high. What is more important, however, is the presence of a concrete decision-making process during a crisis. In fact, Ansell and Boin (2019) refer to this process as the epitome of all the rest of the actions, since this particular one covers all the above. A crisis situation influences heavily on the organization’s functioning, and this kind of situation requires a fast-decision-making process from the leader (Calogero and Yasin, 2011). In particular, the decision-making process refers to the important aspect of strategic decisions that are legitimate and effective and could in fact address a crisis both in the short and the long run, whilst Boin and Lagadec (2000) mentioned that during crisis handling, the decision-making process is considered a fundamental aspect. Therefore, a leader’s ability to address the crisis effectively based on his/her decision process and system is of paramount importance. Finally, during times of crisis, school principals could navigate the following: accountability and autonomy, equity and excellence, the individual and the collective, well-being and workload (Netolicky, 2020).

The case of Greece during the pandemic crisis
Before proceeding to the main research study, it was considered appropriate to present some information on how the Greek educational system dealt with the pandemic crisis. This was deemed appropriate since this research study collected data from school teachers in the public schools of Greece. The initial closure of educational institutions in Greece was announced in mid-March, 2020 and affected all levels of public and private institutions. In fact, Greece was one of the first countries to impose closures on all educational institutions in an effort to minimize the risk of spreading the virus (Argyropoulou et al., 2021). In particular, in a matter
of days, the COVID-19 crisis changed the way Greek students are educated in school organizations. According to Papazoglou and Koutouzis (2020), the Greek Ministry of Education, after the school closures, responded to this crisis by developing and effectively implementing a distance learning environment, in an effort to provide a continuation of the educational process. In particular, in both primary and secondary schools, e-learning platforms and tools were offered free to all school organizations. The overall distance learning program, as it was introduced by the Ministry of Education in Greece, included both synchronous, such as online classroom lessons, and asynchronous learning, such as online channels without real-time interaction, together with educational TV programs (Papazoglou and Koutouzis, 2020). In each school organization, this particular learning program was adapted by the school principals and teachers according to the specific needs of every case (Papazoglou and Koutouzis, 2020). As in any case, when shifting from the conventional teaching environment to an online teaching environment, school organizations in Greece faced a lot of organizational and structural problems (Argyropoulou et al., 2021). School principals in Greece, were mandated to work in school organizations during the closure of all educational institutions and be in constant communication and collaboration with the authorities in order to normalize the situation (Argyropoulou et al., 2021). In general, Greece has a centralized education system and the role of the central government has been rather facilitating since the limited time to address this unprecedented crisis has led school organizations to use their relative autonomy in an effective and innovative way (Papazoglou and Koutouzis, 2020), together with the regulations and tools that were offered by the Ministry of Education.

Methods
In order to provide answers to the three main research questions that guided this research study, the qualitative research example was followed. Specifically, since this study wanted to highlight the role of the school principal in tackling the pandemic crisis through the perspective of teachers, the qualitative approach was deemed appropriate. Scholars around the world have found mechanisms to study crisis topics (James et al., 2011). In fact, James et al. (2011) argued that the most suitable research method for studying crises is the qualitative research approach. The qualitative research aspect can provide researchers with the opportunity to capture significant details and insight into a crisis phenomenon, either as it is unfolding or even retrospectively. Also, a narrative methodological design was selected since the intention was to “interpret the stories people tell” (Feldman et al., 2004, p. 148). Therefore, in this particular study, two different focus group interviews were conducted with experienced educators who worked during the pandemic crisis in school organizations in Greece, under the supervision of school principals. The convenient sampling technique was selected in this study, since the participants consisted of students who participate in the postgraduate master’s program “MA in Educational Leadership and Administration” in a private university. The selection and participation of the sample (19 school teachers) was formed after an invitation to take part in these focus groups on a voluntary basis. Specifically, the invitation was addressed to all 34 active school teachers who were studying in the postgraduate master’s program and worked in a school organization during the pandemic crisis. The first focus group included nine teachers from the primary education sector, and the second focus group included 10 teachers from the secondary education sector. A total sample of 19 school teachers participated in the focus groups. Specifically, in the 1st focus group, nine female teachers from primary education participated \( (N = 9) \), whilst in the 2nd focus group, eight female and two male teachers from secondary education participated \( (N = 10) \). Therefore, all the participants are actively school teachers, both in primary and secondary education, and volunteer to take part in this study. Also, this study was performed during the
lockdown of the 2nd wave and it is connected to the teachers’ views on school leadership during the pandemic crisis and is not directly related to school principals, hence the absence of data from the school principals. According to Gundumogula (2020), focus groups are considered an extended form or a more specific in-depth group interview of the traditional interview process of the qualitative paradigm. Furthermore, the participants of the focus group are chosen individuals, in this case, school teachers, who are knowledgeable and experienced about the subject under consideration and who can contribute to the indented topic in order to elicit the necessary data (Gundumogula, 2020). The data collection tools included a common semi-structured interview protocol developed specifically for this study based on the current theoretical sources of school principals’ role in tackling the pandemic crisis. In particular, the interview protocols consisted of 21 open questions about the way in which school principals communicated with teachers during the crisis, the leadership aspects that were communicated with teachers in order to tackle the crisis as well as the main obstacles that school principals faced during the crisis from the teachers’ perspective. In particular, for the 1st research question, seven questions were formed (e.g. Q: Did your school principal foster the framework of trust and cooperation during this crisis? Give us some examples; Q: Was there a continuous and an ongoing communication? Give us some examples). For the 2nd research question, another seven questions were formed (e.g. Q: What kind of support did it offer you for your professional training and development in this new context of distance education? Q: In the case of insufficient technological equipment for students, did the school principal take any steps to obtain resources? (e.g. cooperation with competent bodies, cooperation with other organizations; Q: Did you feel that your school principal made clear decisions about issues related to this crisis? Q: Was there a division of responsibilities and participatory decision-making on school topics related to the pandemic?). Finally, for the 3rd research question another seven questions were formed (Q: What were the general difficulties and obstacles your school principal faced in this crisis?; Q: What kind of difficulties/obstacles arose between the director and the Ministry of Education during information/communication about pandemic issues?). In March 2021, data were collected during a two-day online meeting using the Zoom platform. In the next phase of the study, both focus groups were fully transcribed and coded into themes and patterns based on the three presented research questions. The collected data were specifically analyzed using an open coding analysis followed by a detailed coding analysis. In particular, tables were created by presenting information based on each research question. After the transcription of the two focus groups, themes emerged from the text, by analyzing the meaning of words and sentence structure were presented into each created table representing the three research questions. In particular, an inductive coding process was followed in which the coding was created from scratch based on the collected information from the focus groups. A three-fold coding frame (CF), concerning the response to the pandemic crisis, was created based on the aforementioned three research questions (CF1: School principals’ communication aspects with teachers, CF2: School principals’ leadership practices and CF3: School principals’ main obstacles). For each coding frame, codes were added based on the responses of the participants, and the main findings are presented.

Main findings
Following are the main findings as formed by the three research questions of this study.

School principals’ communication aspects with teachers in tackling the pandemic crisis
Concerning the first research question, all school teachers (N = 19) indicated the uncertainty and anxiety faced by their school principals, as there were no guidelines to
support this sudden change of school closure. According to these school teachers, there was uncertainty with regard to the number of days for school closures. For instance, school principals indicated that the schools would remain closed for 10 days, but they were uncertain since the Ministry of Education did not inform the school principals. In particular, 15 participants supported the notion that this particular aspect provided a disorganized environment in their school organization and the school principals. For instance, school principals were informed about the school closures with an official e-mail and, in some cases, through a phone call from the Ministry of Education. In some other cases, the information was coming from media sources rather than from the school internally, since a lack of information toward school principals led to a lack of information for school teachers. In addition, school teachers supported that school principals did not have a clear plan or guidelines on how to transform the conventional teaching and learning process into a remote one. A particular school principal did not take the initiative to address the challenges that occurred in his/her school but rather was waiting for the official guidelines and updates on how to proceed. Yet, all other school principals, as indicated by the participants of the study, took initiatives such as sending informative e-mails to students’ parents. In addition, school principals communicated with school teachers at the very start of the pandemic using social media as well as phone applications such as Facebook, Viber and WhatsApp. Most school principals, in particular nine school principals, utilize this aspect in order to communicate with their school teachers and find solutions to various problems. Also, to a lesser extent, school principals used the Skype software for initial communication with the teachers. Finally, as derived from the results, some of the school principals with limited digital capacity were using e-mail and the phone for communication with their teachers.

School principals’ leadership aspects in tackling the pandemic crisis from teachers’ perspective

With regard to the second research question, most of the teachers, in particular 16 teachers that took part in the study indicated that school principals maintained their leadership under the legislation of the Ministry of Education. Specifically, teachers mentioned that school principals informed them to “work and keep everything by the law”. In other words, school principals were cautious about taking decisions in the students’ interests based on the framework to address the crisis, as it was provided by the Ministry of Education. Furthermore, an important leadership aspect that emerged had to do with the aspects of trust and collaboration between the school principal and the teaching staff during this particular crisis. According to teachers, in particular 13 teachers, the concept of trust and closed collaboration, even by distance, as it was promoted by school principals, supported the emotional aspect and provided teachers the opportunity to work effectively. This climate of collaboration and strong organization by school principals during this crisis was reflected on students. In some cases, as mentioned by school teachers, the school principals created smaller groups with the participation of teachers, and each group was assigned, for example, to address the ongoing problems in school organizations or to address the pedagogical aspect of the new distance learning environment, etc. Finally, the findings indicated that school principals promoted an external leadership dimension that supported the crisis that occurred in their school organizations. Specifically, the majority of teachers, in particular 17 teachers, supported the school principals’ external dimension by including the following: 1) contact local stores and businesses to assist students in their lack of technological equipment (i.e., tablets, internet access) and 2) close collaboration with local communities to assist students in their lack of technological equipment.
School principals’ main obstacles in tackling the pandemic crisis from teachers’ perspective

Finally, concerning the third research question, all school teachers (N = 19) indicated that the main obstacle that school principals had to face was related to students’ access to technological equipment in order to follow the online teaching environment. In particular, teachers from primary education mentioned that students faced more problems since most of them were lacking computers and tablets for their distance lessons. On the contrary, students from secondary education used their mobile phones to take part in the online lessons. Having said that, primary school principals had to deal with the technological infrastructure barrier and find solutions. An additional obstacle was the students’ connectivity and technological issues. Furthermore, all teachers mentioned the lack of training on using the WebEx software for the online lessons and how school principals, in some cases, designed in-house training for the teaching staff with teachers or other colleagues with knowledge of educational technology. Finally, an obstacle that arose was students in specific groups (students with special needs, etc.) and whether school principals could deal with or handle these particular students.

Discussion

This particular piece of research adds to the empirical aspect of school principals’ role during the pandemic crisis from a different perspective. Based on the literature, limited to nonexisting information is presented for this particular research topic. For instance, Karakose et al. (2021) studied the school principals’ role, from the teachers’ perspectives, only concerning the digital/technological aspect. Also, Wronowski et al. (2021) examined the impact of teacher influence in the decision-making process during the crisis of COVID-19 and their perspectives on school principals’ support on their self-efficacy and autonomy during the crisis. Overall, the presented findings support the notion of Papazoglou and Koutouzis (2020), who mention that this particular change in the educational landscape in Greek schools has brought much-needed innovation. In particular, the findings revealed that school principals in the Greek context faced a number of challenges, mostly concerning communication and informative guidance between the Ministry of Education and school principals, something that was observed in a similar centralized education system, that of Cyprus (Kafa and Pashiardis, 2020). A centralized education system provides structure and guidance. Yet, in this particular context, this did not work very well. This particular finding is also connected to the centralized education system of Cyprus, in which the large number of circulars on a daily basis led to confusion (Kafa and Pashiardis, 2020). Overall, school principals, as supported by the teachers, utilized a number of communication tools, in particular using social media and other phone applications, in order to keep in touch and organize their following steps concerning the crisis. This particular finding is contradicted by a study by Argyropoulou et al. (2021), who stressed that school principals’ communication between teachers, parents and students was realized through telephone, email and teleconferences instead of social media and phone applications. Yet, the communication aspect during a crisis is one important leadership aspect (e.g. Lee et al., 2020; Ansell and Boin, 2019) and it was revealed, as well, in this particular study. In addition, the findings indicated that school principals promoted the aspects of trust, collaboration, emotional support and overall positive climate within their school organizations. According to literature, the aforementioned competencies support the leader’s effort to address a crisis, including the COVID-19 crisis (e.g. Fener and Cevik, 2015; Wooten and James, 2008; Harris and Jones, 2020; Ahlström et al., 2020). This particular finding is also demonstrated in a study performed in Greece, in which school principals emphasized the support, trust, and collaboration among the school organization’s members (Argyropoulou et al., 2021). Also, this particular finding is connected to current research studies concerning school principals’ roles during the crisis, in
various contexts such as that of Sweden, Cyprus, England, etc. (Ärlestig et al., 2021). Another important finding that emerged from this study was the school principals’ external leadership dimension in order to tackle various aspects of this crisis. This external dimension includes the outreach of the local community, parents, private organizations, etc. This particular external leadership dimension in order to address the COVID-19 crisis was supported in literature, both theoretically and empirically in various contexts (e.g., Harris and Jones, 2020; Angelico, 2020; Ho and Yong Tray, 2020; Azorin, 2020; Kafa, 2021). In addition, beyond the pandemic crisis, the literature supports the significant dynamic of school principals’ relationships with local communities (Sutherland, 2017) and it is connected to the entrepreneurial leadership skills (Brauckmann – Sajkiewicz and Pashiardis, 2020; Brauckmann and Pashiardis, 2011; Pashiardis, 2014) of a school principal who achieves collaboration with a range of potential school stakeholders and acquires different resources so that the school organization operates and runs smoothly (Brauckmann – Sajkiewicz and Pashiardis, 2020). In addition, concerning the main obstacles that school principals faced during the crisis, the most important finding was connected to the students’ lack of technological equipment. Based on that, school principals, as mentioned above, promoted the external dimension to support this obstacle. In a previous study in Greece by Argyropoulou et al. (2021), technological obstacles, which included students’ lack of equipment, were faced by the Ministry of Education rather than the promotion of an external leadership dimension, as revealed in this study. Finally, teachers, from their own perspective, argued about the lack of training on using the Webex software (online software for teaching in Greece) and reported that, in some cases, the school principals designed in-house training for the teaching staff with teachers or other colleagues with knowledge of educational technology and promoted the professional development leadership style as presented in the literature (Brauckmann and Pashiardis, 2011; Pashiardis, 2014).

Conclusion and implications
Currently, there is an increasing degree of reference about the school principals’ role during the pandemic crisis. School principals had an important role to play concerning the outbreak of the pandemic crisis and emerged as a significant source of influence (Harris, 2020; Netolicky, 2020; Kafa, 2021) in order to maintain their leadership dynamic and guidance to navigate through this particular crisis. Even if the world is still dealing with this particular invisible enemy, future steps in school principals’ skills and capacity building in the post-pandemic era must be taken into consideration. In fact, the discussion of this capacity building could be derived both from the literature through a theoretical and an empirical perspective of the educational leadership field in the last three years (2020–2022). Based on the aforementioned, this particular paper presented findings concerning the empirical aspect of school principals’ role in tackling the pandemic crisis from teachers’ perspectives. Based on the findings presented in this particular study, the following pillars could act as school principals’ developmental skills in the post-pandemic era in crisis handling and overall concerning the effective school leadership aspect within school organizations. The 1st pillar refers to school principals’ digital and technological skills by promoting them both as “digital coordinators” (fostering strong digital communication with the various internal and external school stakeholders) and “digital pedagogical school leaders” (providing support to teachers in integrating digital technologies into their teaching and promoting the implementation of digital learning communities among teaching staff). Additionally, the 2nd pillar refers to the entrepreneurial leadership skills that could assist school principals during crises and times of uncertainty by acquiring various external recourses that support the effects of the crisis on their school organizations. Finally, the 3rd pillar refers to the school principals’ development of holistic leadership skills (e.g., trust, communication system, etc.) that could lead to the
success of addressing a crisis. At the same time, this holistic leadership skills’ pillar could include school principals’ support to assist students in specific groups during crises. These particular pillars could act as an important training aspect for all the practitioners and education policy across the contexts in order to support school principals’ developmental skills in the post-pandemic era in crisis handling. To sum up, in order to enhance school principals’ capabilities, governments and educational policymakers across the world should rethink the role of school principals in this post-COVID-19 era. In general, these particular skills could support school leadership in the following years. This could be implemented by increasing training, seminars and professional development series with the participation of governmental and other private bodies (e.g., private companies, government agencies and universities) specializing in various aspects of supporting the development of school principals’ skills. For example, in the Italian context, higher education institutes supported the other educational settings (primary and secondary education) through their own expertise and provided the necessary professional development to ensure the basics of this new online learning environment (Girelli et al., 2021). Also, another example derived from Cyprus, is the Cyprus Pedagogical Institute (whose main activities focus on teachers’ and school principals’ pre-service and in-service training), which collaborated with the Ministry of Education, together with the Ministry of Research, Innovation and Digital Policy to implement the e-learning process across Cyprus (Kafa and Pashiardis, 2020). Moreover, in the event of a crisis, societies governments and educational policymakers need to adjust their budget allocation to all school organizations in order to support school principals in assisting the school organization’s needs. Also, further research based on this study is being proposed, both in centralized and decentralized education systems, in order to proceed with the generalization of the findings, and then further support the implications sector both for educational policy and school principals. In addition, future research could incorporate the pillars derived from this study in order to identify common grounds with other centralized and decentralized education systems in order to support school principals’ role in tackling a crisis. Finally, based on the collective findings from different contexts concerning school principals’ role in addressing the pandemic crisis, we can infuse through technology various simulation activities for future school principals. This particular aspect includes school principals’ professional training programs that has already been introduced in the literature by research studies contributing to school principals’ ethical dilemmas in school organizations (Iftach and Shapira-Lishchinsky, 2021; Shapira-Lishchinsky, 2015).

References


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