



School of Social Sciences

Master in Business Administration

Postgraduate Dissertation

“Leadership and Job Satisfaction in Public Sector. The case of
Ministry of Education, Religious Affairs and Sports.”

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Patras, Greece, September 2024

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Leadership and Job Satisfaction in Public Sector. The case of
Ministry of Education, Religious Affairs and Sports

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I want to thank my family, my friends and my colleagues for their support and my supervisors for our cooperation.

I dedicate this work to all the leaders and followers, who imagine a better world, try to fulfil their dreams and do not give up.

Abstract

The purpose of this study is to investigate leadership behavior, job satisfaction and their possible relationship in public sector and specifically in the Central Service of the Ministry of Education, Religious Affairs and Sports.

In the theoretical part, we discuss about the definitions of leadership and job satisfaction, the most important theories of the past and the contemporary era and the concepts of leadership and job satisfaction in the public sector and particularly in the Central Service of the Ministry of Education, Religious Affairs and Sports.

The research part presents the methodology followed, the instruments used, the research process, the statistical results and the deduced conclusions. For the purpose of this work, we collected and statistically processed primary data. In particular, we have addressed a complex questionnaire to the employees of the Central Service of the Ministry of Education, Religious Affairs and Sports concerning their demographic characteristics and professional profiles, their opinion about the leadership behavior of their supervisors and their own job satisfaction.

The results show that transformational leadership style is followed more than the transactional and the passive avoidant leadership styles while job satisfaction seems to be ambivalent.

Additionally, a significant statistical correlation between leadership style and job satisfaction revealed. Especially, job satisfaction seems to be strongly positively related to the transformational leadership style, slightly positively related to the transactional leadership style and moderately negatively related to the passive avoidant leadership style.

Our intention is the conclusions of this case study to become a helpful tool for the supervisors to improve their working manner and leadership behavior and to enhance the employees' job satisfaction, in the context of a more efficient, effective, humane and friendly public sector.

Keywords

Leadership, leadership style, job satisfaction.

Περίληψη

Ο σκοπός της παρούσας μελέτης είναι να διερευνήσει την ηγετική συμπεριφορά, την εργασιακή ικανοποίηση και την πιθανή σχέση τους στον δημόσιο τομέα και ειδικότερα στην Κεντρική Υπηρεσία του Υπουργείου Παιδείας, Θρησκευμάτων και Αθλητισμού.

Στο θεωρητικό μέρος συζητάμε για τους ορισμούς της ηγεσίας και της εργασιακής ικανοποίησης, τις πιο σημαντικές θεωρίες του παρελθόντος και της σύγχρονης εποχής και τις έννοιες της ηγεσίας και της εργασιακής ικανοποίησης στον δημόσιο τομέα και ειδικότερα στην Κεντρική Υπηρεσία του Υπουργείου Παιδείας, Θρησκευμάτων και Αθλητισμού.

Το ερευνητικό μέρος παρουσιάζει την ακολουθούμενη μεθοδολογία, τα χρησιμοποιούμενα εργαλεία, τη διαδικασία της έρευνας, τα στατιστικά αποτελέσματα και τα συναγόμενα συμπεράσματα. Για το σκοπό της παρούσας εργασίας γίνεται συλλογή πρωτογενών δεδομένων και στατιστική επεξεργασία τους. Ειδικότερα, έχουμε απευθύνει ένα σύνθετο ερωτηματολόγιο στους υπαλλήλους της Κεντρικής Υπηρεσίας του Υπουργείου Παιδείας, το οποίο αφορά στα δημογραφικά χαρακτηριστικά και την επαγγελματική εικόνα τους, στη γνώμη τους για την ηγετική συμπεριφορά των προϊσταμένων τους και την εργασιακή τους ικανοποίηση.

Τα αποτελέσματα δείχνουν ότι το μετασχηματιστικό στυλ ηγεσίας ακολουθείται περισσότερο από το συναλλακτικό και το παθητικό (προς αποφυγή) στυλ ηγεσίας, ενώ η εργασιακή ικανοποίηση φαίνεται να είναι αμφίθυμη.

Επιπλέον, βρέθηκε σημαντική στατιστική συσχέτιση μεταξύ του στυλ ηγεσίας και της εργασιακής ικανοποίησης. Ειδικότερα, η εργασιακή ικανοποίηση φαίνεται να έχει ισχυρή θετική σχέση με το μετασχηματιστικό στυλ ηγεσίας, μικρή θετική σχέση με το συναλλακτικό στυλ ηγεσίας και μέτρια αρνητική σχέση με το παθητικό (προς αποφυγή) στυλ ηγεσίας.

Η πρόθεσή μας είναι τα συμπεράσματα αυτής της μελέτης περίπτωσης να αποτελέσουν ένα βοηθητικό εργαλείο για τους προϊσταμένους για να βελτιώσουν τον τρόπο εργασίας και την ηγετική συμπεριφορά τους και να ενισχύσουν την εργασιακή ικανοποίηση των υπαλλήλων, στο πλαίσιο ενός πιο αποδοτικού, αποτελεσματικού, ανθρώπινου και φιλικού δημόσιου τομέα.

Λέξεις – Κλειδιά

Ηγεσία, Στυλ ηγεσίας, Εργασιακή Ικανοποίηση

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List of Abbreviations & Acronyms

CR Contingent Reward

EEF Extra Effort

EFF Effectiveness

IC Individualized Consideration

Ila Idealized Influence attributed

Ilb Idealized Influence behavior

IM Inspirational Motivation

IS Intellectual Stimulation

JSS Job Satisfaction Survey

LF Laissez-Faire

MLQ Multifactor Leadership Questionnaire

MBEA Management by Exception Active

MBEP Management by Exception Passive

SAT Satisfaction

SPSS Statistical Package for Social Sciences

1. Introduction

In this chapter we briefly present the main elements of this study such as its topic, its purpose, the questions we intend to investigate and answer, the methodology, the results and the conclusions of our research. We also inform the reader for the structure of the dissertation in chapters.

1.1 The topic of the dissertation

The topic of the dissertation is “Leadership and Job Satisfaction in Public Sector. The case of Ministry of Education, Religious Affairs and Sports” which indicates the main idea of this study to examine the leadership behavior approaches, the satisfaction that employees experience in the organic units of the Central Service of the Ministry of Education, an organization that belongs to the Greek central public administration and related issues as well.

1.2 The purpose of the dissertation

The purpose of the dissertation is to investigate the leadership behavior of the supervisors of departments, directorates, general directorates and independent departments or bureaus of the Central Service of the Ministry of Education, with respect to the facets of transformational, transactional or passive leadership styles and the leadership outputs. Besides, we are interested in estimating the degree to which the personnel is satisfied with personal and situational aspects of their job.

1.3 The importance of the dissertation research

The special mission and operation of the Central Service of the Ministry of Education make it extremely important for the creation and implementation of strategies and policies in education sector affecting the whole society.

The peculiarities of the Central Service concerning its complex structure, the lack of permanent staff, a lot of middle aged but mostly experienced employees, extra workload, demanding and urgent cases and pressing schedules contribute to a stressful and demanding workplace. The diversity of its staff, permanent administrative employees and teachers producing administrative work on an annual basis through secondment, make it differ from

other public services. The difficulty in moving to a more suitable post and the absence of selection activities for supervisors in the recent years create a sense of injustice and lack of meritocracy and equal opportunities for promotion.

Therefore, it is important to investigate the way employees experience leadership and satisfaction in this particular workplace and use the results of the research to develop policies in the direction of improving the organic units' performance for the benefit of both the service function and the personnel satisfaction.

1.4 Research questions

The main axes of the research concern the extent to which demographic characteristics and professional profiles of the employees are related to job satisfaction, the leadership behavior of the supervisors, the degree of job satisfaction and the possible connection between leadership styles and job satisfaction.

Therefore, the main research questions are the following:

1. Is there a relationship between the degree of employees' overall job satisfaction and their demographic characteristics and professional profiles?
2. Which leadership style is more applied, Transformational, Transactional or Passive/Avoidant Leadership style (Avolio and Bass, 2004)?
3. To what extent are the employees satisfied with their job concerning specific factors of job satisfaction (Spector 1985)?
4. Is there a relationship between the applied leadership styles and the degree of employees' overall job satisfaction?

1.5 Research Methodology

The employees working in the organic units of the Central Service of the Ministry of Education were invited by email to participate anonymously to the research of the dissertation by submitting their responses on line using a link to the platform where the questionnaire was stored.

The questionnaire consists of three parts. The first one contains 12 questions about the demographic characteristics and the professional profiles of the participants.

The second part consists of 45 questions of Multifactor Leadership Questionnaire (Bernard Bass and Bruce Avolio, 2004) in order to examine the leadership characteristics in the organization. We used it after Mind Garden had given specific permission.

The third part consists of 36 questions based on the Job satisfaction Survey (JSS) by P. Spector (1994), in order to assess employees' job satisfaction.

We collected the responses of 103 employees of the organization. The data were transferred to SPSS programme and were processed in order to get the statistic results and answer the research questions.

As to the reliability of the research, the value of Cronbach's coefficient alpha is 0.90 for the total 45 items of MLQ, and it ranges between 0.89 and 0.91 for each item of MLQ and between 0.74 and 0.89 for each facet of MLQ. In addition, the value of Cronbach's coefficient alpha is 0.92 for the JSS total 36 items, 0.92 for each item and between 0.73 and 0.85 for each facet of JSS.

1.6 Main conclusion of the dissertation

The conclusions drawn by interpreting the statistical results is that transformational leadership style is applied more than the transactional and the passive leadership styles.

As to the outcomes of leadership effectiveness ranks first, satisfaction from leadership behavior second and extra effort owing to leadership style ranks third. Besides, Idealized Influence (Attributes) is measured as the most important factor in leadership behavior while Contingent Reward, Inspirational Motivation, Intellectual Stimulation and Individual Consideration Management by Exception (Active) and finally Laissez-Faire Leadership follow.

As to the employees' total job satisfaction, it seems to be ambivalent. Concerning the specific factors of job satisfaction, the employees seem to be satisfied with their relationship with both their colleagues and supervisors and the nature of work as well, but they are dissatisfied with pay, fringe benefits and opportunities for promotion. Their satisfaction with contingent rewards, operating conditions and communication is moderate or ambivalent.

In addition, the transformational leadership style seems to be very beneficial to total job satisfaction and transactional leadership style seems to be slightly beneficial.

Conversely, passive leadership style seems to be moderately harmful to job satisfaction.

1.7 Main limitations of the dissertation

Since the research focuses on organic units and the employee's hierarchically immediate supervisor, the findings concern mostly the leadership applied by the low-level supervisors.

As to the demographic items of the questionnaire, there is no distinction between the different kinds of supervisors (heads of departments, directorates, general directorates or independent departments and bureaus) so that the high-level supervisors do not hesitate to participate. Consequently, there are no special results and conclusions for each category of supervisors.

The duration of the survey was relatively short (14-21 of May 2024). This means that the recorded aspects refer to the personnel that was serving and the climate that was dominating at this specific period. A survey conducted in a bigger period perhaps could produce a more objective and pluralistic picture.

The sample size was adapted to the license for the leadership questionnaire. A larger number of participants would produce a better picture of the examined workplace.

Besides, because of the anonymity and the online participation there are no specific elements about the extent of representability of the sample and the exact distribution of the participants in the departments of the Central Service.

The questionnaire, which is the instrument of this research, allows us to draw conclusions about the approaches of transformational, transactional and passive leadership styles and the facets of satisfaction that are included in this. Therefore, the received data and our investigation is limited to these leadership styles and factors of satisfaction only.

Finally, we consider that the results of this research cannot be generalized for the rest Greek or international public sector overall as there are special conditions and peculiarities of the examined service explained in section 1.3.

1.8 Structure of the dissertation

In the introductory Chapter 1, there is a brief presentation of the main axes of the dissertation developed in the next seven chapters.

Chapter 2 presents basic issues concerning leadership such as its concept and definition, the most important past and contemporary theories and styles, its distinction from management and the assumptions for effective leadership.

Chapter 3 presents basic issues concerning job satisfaction such as its concept and definition, its theoretical context, the crucial factors that contribute to job satisfaction and the consequences that result from satisfied working personnel.

Chapter 4 examines the concepts of leadership and job satisfaction in the environment of the Central Service of Ministry of Education, Religious Affairs and Sports, the impact of leadership on employees' job satisfaction as well as previous related research references.

Chapter 5 reports to the dissertation scope and the related set of research questions.

Chapter 6 presents the dissertation methodology, the research sample, the data collection and the reliability and validity of the conducted research.

Chapter 7 refers to data analysis, research identity and demographics, statistical results and the arising correlation between facets of leadership and job satisfaction.

Finally, Chapter 8 reports to the basic conclusions of the conducted research containing a discussion about the key results, the limitations of the research and suggestions for improvement of present situation and further research in the future.

2. Leadership

The concept of leadership seems to keep on evolving through the years. Early views are met in ancient times in Plato's work entitled "The Republic" and in Aristotle's work entitled "Politics" (Bourantas, 2017).

According to Whetten and Cameron (2012), Confucius, Lao Tzu, Agamemnon, Hannibal, Alexander the Great, Genghis Khan and Machiavelli were precursors of contemporary managers thought.

Plutarch in his work "Parallel Lives" had investigated in depth the characteristics of the leadership of prominent Greek and Roman generals and politicians, such as Pericles and Julius Caesar. Plutarch proposes judgment and logic as the main necessary components of leadership, instead of vanity and competition (Beneker, 2019).

In the early 1930s, we come across a vast discussion about the leadership concept followed by numerous studies and researches (Papalexandri, 2018). In the current chapter, we present the most important past and contemporary approaches, theories and styles, leadership compared to management as well as the issue of effective leadership.

2.1 Leadership concept and definition

Numerous attempts have been made to define the term "leadership". Rost (1991) collected at least 200 different definitions in the period 1900-1990 and tried to classify them chronologically. Besides, more than 65 different systems have been created to classify and define the dimensions of leadership (Fleishman, 1991).

Bass (1990) supports that leadership is the process through which the actions of an organized group are modified, so that it is anticipated that problems will be overcome and specific goals will be fulfilled.

Leadership is also defined by Robbins and Judge (2018) as the ability to influence a group of people to achieve a vision or set of goals.

Kouzes and Posner (2007) argue that leadership is a dynamic process, where leaders motivate with five practices: model the way, inspire a common vision, challenge the process, enable others to act and encourage.

According to Northouse (2019), leadership is a process through which an individual influences a group of individuals in order to achieve a common goal.

Bourantas (2017) suggests that there are two basic elements consisting leadership. The first one is the fact that a person (leader) exercises a positive and creative influence on others (followers) so that they give their best to realize visions and goals for the common good. This influence on the attitudes and behaviors of people includes their fun, desire for work, enthusiasm, dedication and passion that must be earned.

The second element is the fact that people are willing with no pressure to try to realize visions and goals that involve ambition and ideals. So, leadership is related to change, progress and optimism.

2.2 Leadership Theories

The leadership theories are divided in four general categories (Katou, 2017, McKenna, 2006, Robbins, 2003):

- Trait theories: leaders have specific physical, spiritual, personal characteristics.
- Behavioral theories: leaders have different behavior from non-leaders.
- Contingency theories: specific situations give influence to leaders.
- Contemporary theoretical frameworks: charismatic leader traits motivate and inspire.

Robbins and Judge (2018) notice that despite the existence of different approaches in the analysis of leadership, there is no reciprocal exclusion of them, as the research has not yet resulted in the combination of variables that yield the best leadership.

2.2.1 Trait theories

According to Daft (2010) traits are personal characteristics that make a leader special, such as intelligence, values as honesty, self-confidence, and even appearance.

The theory of trait leadership is based on the Great Man approach, the hero born with specific individual characteristics that make a great leader (Katou, 2017).

In the category of trait theories (McKenna, 2006) belong: a) the theory of individual characteristics, b) the theory of managerial competencies and c) the theory of skills.

➤ ***The theory of individual characteristics***

The leader's individual characteristics according to Bass (1982) are summarized on Table 1.

Table 1 The leader's individual characteristics according to Bass (1982)

Leader's individual characteristics	
Natural characteristics	active and energetic
Intelligence characteristics	judgment, knowledge, decisiveness, fluency in speech
Social characteristics	cooperative, popular, prestigious, sociable, tactful, diplomatic
Personality characteristics	promptness, creativity, originality, integrity, ethical behavior, self-confidence
Work characteristics	pursuit of success, desire to excel, responsibility, goal orientation, work orientation

Bibliography-based processing

According to Nikolson (2002), there are Big-Five Factors of Personality relative to leadership: neuroticism, extraversion, openness and conscientiousness.

Robbins and Judge (2011) notice that the individual traits theory helped understanding of leadership behavior despite the controversial this leadership success.

➤ ***The theory of managerial competencies***

Watson (1994) suggested four managerial competencies that help a manager to achieve goals (McKenna, 2006, Luthans, 1995): personal orientation, cognitive style and interpersonal style (Katou, 2017).

➤ ***The theory of skills***

According to the theory of skills, cognitive, emotional and administrative skills help the leader to face the complex environment and its problems and find solutions. Insight and interpersonal communication skills are also useful (Chell, 1993).

Whetten and Cameron's (2012) model suggests that there are three categories of skills personal, interpersonal and group skills, taking into account reported opinions of very successful managers (Table 2).

Table 2 Model of skills by Whetten and Cameron (2012)

Skills	Description
personal skills	developing self-awareness, solving problems analytically and creatively and managing stress and well-being
interpersonal skills	Building Relationships by Communicating Supportively, Gaining Power and Influence, Motivating Performance and Negotiating and Resolving Conflict.
group skills	Empowering and Engaging Others, Building Effective Teams and Teamwork and Leading Positive Change

Bibliography-based processing

2.2.2 Behavioral theories

In the category of behavioral theories of leadership belong: a) the Iowa University studies leadership theory, b) Likert's leadership styles, c) Ohio University studies, d) Michigan University studies, e) Leadership grid by Blake and Mouton, f) Reddin's leadership style and g) X and Y theory by McCauley (Katou, 2017).

➤ *Iowa University studies*

According to studies conducted during the 1930s at Iowa State University, there are three leadership styles (Aalateeg, 2017): autocratic, democratic, and laissez-faire (Bryman, 1986).

Daft (1999) argues that the autocratic leader centralizes authority and derives power from position, control of rewards, and coercions while a democratic leader delegates authority to others, encourages participation, relies on subordinates' knowledge for completion of tasks, and depends on subordinates' respect for influence.

According to Bass (1990a) laissez-faire represents the behavior of the leader who avoids leading which is an ineffective approach.

➤ ***Likert's leadership styles***

Likert (1967) proposed four leadership styles:

1. Exploitative authoritative: the leader makes most of the decisions and commands his subordinates using fear and threats to achieve his goal
2. Benevolent authoritative: Although the leader makes the decisions, he tries to convince that it is in everyone's interest.
3. Consultative: the leader makes the most important decisions through a two-way communication with subordinates using their opinions.
4. Participative: the leader discusses in a consensual manner and makes decisions jointly with the subordinates. There is participation for financial incentives, targeting and improvement of methods and procedures followed. There is a psychological approach of leader and subordinates.

Likert concluded that the organization efficiency is low if the exploitative authoritarian style of leadership prevails, while on the contrary, the efficiency is high in the organizations where the participative style prevails.

➤ ***Ohio State studies***

The Ohio State studies suggested that leadership behavior consists of the dimensions of “consideration” and “initiating structure” (Mullins, 2008):

In consideration behavior trust, respect, communication, participation and human relations are basic elements while in initiating structure behavior, the aim of goal achievement is supported by organizing group interactions and activities.

The possible combinations of the above two dimensions result into four types of leadership (Mullins, 2008):

- 1st: Consideration behavior and initiating structure behavior are both high
- 2nd: Consideration behavior is high while initiating structure behavior is low.
- 3rd: Consideration behavior is low while initiating structure behavior is high
- 4th: Consideration behavior and initiating structure behavior are both low.

➤ ***Michigan University studies***

The research focus on effective and ineffective leadership behavior conducted at the University of Michigan during the 1940s (Leftwich, 2001) resulted in two types of leadership behavior: the employee and job oriented where the first focuses on the subordinates' needs while the second one focuses on goals and the structure of tasks in order to achieve efficiency.

➤ ***Leadership grid by Blake and Mouton***

According to Blake and Mouton's (1985) approach of the Leadership Grid, there are two basic leadership concerns: concern for production, related to employee productivity in a given period and concern for people related to equitable working, job satisfaction and personal commitment (Mihiotis, 2005).

Blake and Mouton formed a 9x9 matrix, with two dimensions: the concern for production and concern for people. A leader can produce a different leadership style depending on the mixture these two components. The leadership grid illustrates 81 leadership styles in total.

The following table contains the five leadership styles produced by different combinations of the concern for production and concern for people using the coordinates of the managerial grid.

Table 2: Description of Leadership styles on Leadership Grid

Points on the Managerial Grid (Coordinates)	Leadership styles	Concern for people	concern for production
Point (1, 1)	Impoverished management (impoverished leader)	low	low
Point (1, 9)	Country club management.	high	low
Point (5, 5).	Middle of the road management	medium	medium

Point (9, 1)	Authority compliance management (task managers, authoritarian leaders).	high	low
Point (9, 9)	Team management.	high	high

Bibliography-based processing

➤ ***Reddin's leadership styles***

According to Reddin's (1970) 3-d leadership theory, there are three dimensions:

a) people (relationship) orientation, b) task orientation and c) effectiveness.

According to this theory, there are four basic leadership styles: related, separated, dedicated and integrated.

Table 3 Basic leadership styles according to Reddin (1970)

Basic styles	Leader focus on	people orientation	task orientation
Related	Communication, trust, encouragement	High	Low
Separated	Procedures of measures, control, conservation	Low	Low
Dedicated	Structure, direction, assessment of organization	Low	High
Integrated	Interaction, participation, innovations	High	High

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Moreover, there are eight styles classified into two groups of more or less effective styles:

Table 4 Classification into groups of more or less effective leadership styles (Reddin, 1970)

The more effective styles	Leaders focus on	People orientation	Task orientation
Bureaucrat	Rules, control with conscientiousness	low	low
Benevolent autocrat	Aims achievement without indignation	low	high
Developer	Employees development, trust	high	low
Executive	Participative management, motives, high standards	high	high
The less effective styles	Leader behavior		
Deserter	Passive, uninvolved	low	low
Autocrat	Not trustful, unpleasant	low	high
Missionary	Maintain harmony among employees	high	low
Compromiser	Bad decisions, pressed by the environment	high	high

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Reddin argues that effectiveness is connected to the situation and suggests the use of the appropriate leadership styles depending on the specific situation.

➤ ***X and Y theory***

MacGregor (1960) argues that leadership behavior is based on the assumptions that the leader adopts about people according to theory X and theory Y.

Theory X: The leader believes that people must be pushed to work, closely guided even with punishment because they are lazy and they try to avoid work and responsibility, they desire security and have poor ambitions. Therefore, in this case the autocratic leadership style can be effective.

Theory Y: The leader believes that people do not avoid work and responsibility, have high ambitions, they are smart, creative and willing to participate in the achievement of aims. In this case, the democratic leadership style can be effective.

Theory X corresponds to “concern for production” and Theory Y corresponds to “concern for people” on Leadership Grid of Blake and McCauley (Mullins, 1996).

2.2.3 Contingency theories

The contingency theories of leadership examine how leadership styles and organizational situations are connected (Daft, 1999).

In the contingency theories belong: a) the Continuum of leadership behavior (Tannenbaum & Schmidt), b) the Contingency model (Fiedler), c) the Normative model (Vroom and Yetton), d) the Path – goal model (House), e) the Situational model (Hersey and Blanchard) and f) the Leader – member exchange theory.

In the 1960s, leaders’ behavior and the environment situations inside and outside the workplace were examined.

➤ *Continuum of leadership behavior*

According Tannenbaum & Schmidt (1958), different leadership styles depend on the proportion of freedom of the team to exerted manager’s authority. There are seven leadership patterns in a continuum from manager-centered leadership to subordinate centered leadership (Mihiotis, 2005). A leader chooses the appropriate pattern after taking into account his personal preference. The seven “leadership patterns” are presented on Table 5:

Table 5 “Leadership patterns” according Tannenbaum & Schmidt (1958)

	<i>Leadership patterns. The manager...</i>
1 st	“makes the decision and announces it to the group”.
2 nd	“makes the decision and convinces the group that it is right”.
3 rd	“presents ideas and asks for questions”.
4 th	“presents tentative decision to the group which is subject to change”.
5 th	“presents problems, gets the group’s suggestions and then makes the decision”.

6 th	“asks the group to make the decisions within defined limits”.
7 th	“allows the group to operate within defined limits”.

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➤ ***Contingency model***

According to Fiedler's contingency model (1967), the relationship between the leadership orientation and situational control of the leader affects a group's performance. (Katou, 2017).

Fiedler developed a scale named Least Preferred Coworker (LPC) scale. The participants assessed the least favorable coworker using a scale from 1 to 8 for each question. The maximum total score is up to 144 (=18x8) and the minimum total score is 18 (18x1).

Table 6 Least Preferred Coworker scale of Fiedler's contingency model (1967)

Least preferred coworker (LPC) scale									
Negative	Score								Positive
Unpleasant	1	2	3	4	5	6	7	8	Pleasant
Unfriendly	1	2	3	4	5	6	7	8	Friendly
Rejecting	1	2	3	4	5	6	7	8	Accepting
Tense	1	2	3	4	5	6	7	8	Relaxed
Distant	1	2	3	4	5	6	7	8	Close
Cold	1	2	3	4	5	6	7	8	Warm
Hostile	1	2	3	4	5	6	7	8	Supportive
Boring	1	2	3	4	5	6	7	8	Interesting
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious
Gloomy	1	2	3	4	5	6	7	8	Cheerful
Guarded	1	2	3	4	5	6	7	8	Open
Backbiting	1	2	3	4	5	6	7	8	Loyal
Untrustworthy	1	2	3	4	5	6	7	8	Trustworthy
Inconsiderate	1	2	3	4	5	6	7	8	Considerate
Nasty	1	2	3	4	5	6	7	8	Nice
Disagreeable	1	2	3	4	5	6	7	8	Agreeable
Insincere	1	2	3	4	5	6	7	8	Sincere
Unkind	1	2	3	4	5	6	7	8	Kind

Source: Katou (2017)

Fiedler separated the scale into three categories that determine the leadership style (Katou, 2017):

- Task-oriented: The score is between 18 and 63[= (144-18)/2] and represents technocratic behavior.
- Relationship-oriented: The score is between 72(=144/2) and 144 and represents human oriented behavior. So, the least preferred coworker with a high LPC has good interpersonal relationships
- Either oriented: The score is between 64 and 71, and represents both kinds of behavior.

According to Fiedler, the interaction of leadership style and situational favorableness define effectiveness. Situational favorableness is the degree to which a situation helps a leader influence a group.

The combinations of leader-member relations, task structure and position power define eight different kinds of leadership styles, which are either task oriented or relationship oriented and affect leader's effectiveness.

In extreme situations, task oriented leadership style is more effective.

Table 7 Fiedler leadership styles

Cases	leader-member relations	task	position power	Effective leader
1	good	structured	strong	task-oriented
2	good	high structured	weak	task-oriented
3	good	low structured	strong	task-oriented
4	good	unstructured	weak	relationship oriented
5	poor	structured	strong	relationship oriented
6	poor	structured	weak	relationship oriented
7	poor	low structured	strong	task-oriented
8	poor	unstructured	weak	task-oriented

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➤ *Normative model*

According to the Normative model (Vroom and Yetton, 1973 and Jago, 1988) there are five leadership styles depending on the participation of the followers in the decision process:

- Autocratic A.I: The leader decides alone based on the information he gets

- Autocratic A.II: The leader decides alone after the information he gets from his subordinates
- Consultative C.I: The leader decides alone after he discusses the problem with some subordinates. It is not sure that he considers their opinions.
- Consultative C.II: The leader decides alone after he discusses the problem with subordinates as a team. It is not sure that he considers their opinions.
- Group G.II: The leader discusses the problem with the subordinates as a team and then he decides alone. They altogether examine the alternatives and take the final decision for the solution.

The criteria for the decision-making are decision quality, decision acceptance and time required (Bowditch et al, 2008).

The decision-making procedure is based on the following seven rules:

1. Decision quality
2. Subordinate acceptance and commitment
3. Leadership information
4. Structured problems
5. Acceptance of autocratic decision
6. Subordinate motivation
7. Subordinate disagreement

A decision tree was scheduled by the use of sequential diagnostic questions based on the above rules, followed by possible either negative or positive answers which may finally lead to one of the proposed five leadership styles.

As a conclusion, despite Fiedler's contingency model which supports that leadership behavior is inflexible and the situation must adapt to the leadership style, the normative model suggests that leadership behavior is flexible and every time adapts to the situation.

➤ ***Path – goal model***

According to Path - Goal model (House, 1971) leadership style depends on the situational characteristics with an aim to motivate subordinates to achieve the desired goals.

There are four types of leadership styles:

- Supportive Leadership: the leader is friendly and considers subordinates equal to him.
- Directive Leadership: It resembles to the autocratic style. The leader has the entire power and gives specific guidance to followers.
- Participative leadership: The leader asks for followers' suggestions and listens to them.
- Achievement-oriented Leadership: The leader sets high goals, motivates and expects for high performance.

Path - Goal model suggests that leader's behavior affects the followers' performance, measured by job satisfaction, leader acceptance and motivation behavior.

Besides, the situational factors such as the personality of the subordinates and the characteristics of the environment affect the relationship between leadership behavior and subordinates' performance.

Therefore, subordinates' performance is enhanced in case of unclear work by directive leadership, in case of unpleasant and repeated work by supportive leadership and when participation is needed by participative leadership (Schermerhorn et al, 2011).

➤ *Situational model*

Situational model of Hersey and Blanchard (1988) suggests that effective leadership depends on leadership style and subordinates' readiness.

The leader's behavior may be either task behavior or relationship behavior. As a conclusion there are four styles presented on table 8:

Table 8 Situational model (Hersey & Blanchard, 1988)

Leadership Styles	Description	Concern for Relationship	Concern for Task
Telling style (S1)	Leader gives instructions and makes decisions	Low	High
Coaching style (S2)	Leader makes decisions after discussion.	High	High
Participating style (S3)	Leader and subordinates make final decision together.	High	Low
Delegating style (S4)	The subordinates are assigned to make the decisions	Low	Low

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Subordinates' readiness is the level of their maturity determined by ability and willingness. The possible readiness situations are presented on Table 9:

Table 9 The possible readiness situations of Situational model of Hersey and Blanchard (1988)

Readiness Situations	Description/ The Subordinate is...
Readiness R1	Insecure, neither able nor willing
Readiness R2	Secure, not able but willing
Readiness R3	Insecure, able but not willing
Readiness R4	Secure, both able and willing

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There are four leadership styles in respect to relationship and task behavior. The readiness level of followers defines the appropriate leadership style presented on table 10.

Table 10 The direction of the appropriate Leadership style according to Situational model of Hersey and Blanchard (1988)

Situations/level of readiness	Appropriate Leadership style	Direction
Readiness R1	Telling style (S1)	Leader directed by follower's needs
Readiness R2	Coaching style (S2)	Leader directed by follower's needs
Readiness R3	Participating style (S3)	Follower directed by leader's needs
Readiness R4	Delegating style (S4)	Follower directed by leader's needs

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➤ ***Leader – member exchange theory***

According to the leader-member exchange (LMX) theory, the leader develops certain relationship with the members of the group he/she leads and he/she separates them into two sub-groups (Katou, 2017):

- The in-group: the leader believes they are capable, trustful and hardworking and he/she is friendly to them.

- The out-group: The leader believes they lack the previous behavior and has a formal behavior to them.

The members of the in-group achieve better performance, get more satisfaction and less of them leave the organization in comparison with the members of out-group.

2.2.4 Contemporary Leadership Theories

The contemporary leadership theories deal with the charismatic characteristics and characteristics that motivate and inspire developing the leader's influence, such as the theories of charismatic, servant, moral, transactional and transformational leadership.

➤ *Charismatic leadership theory*

In the 1920s, Mach Weber referred to charismatic leadership and attributed to the individual a combination of characteristics (charisma) with which he/she attracts other individuals and acquires a special power to influence them (Bourantas, 2017).

According to Bourantas, recent studies support that the charismatic leadership phenomenon relies on the existence of special leader characteristics that match the followers' needs, values, beliefs, perceptions and standards. The charismatic leader attracts, inspire and achieve followers' trust, acceptance and emotional connection, which leads to conveys ideals, visions and goals.

Daft (2010) argues that because of their deep faith in the mission and their ability to convey it to others in a way that makes it acceptable, meaningful, and real, charismatic leaders affect emotionally their followers.

According to Bourantas (2017), beyond vision, and unconventional behavior there are also self-confidence about his/her beliefs and abilities, strong commitment to the vision, being accepted as the agent of change and with great communication skills.

➤ *Servant Leadership*

Servant-leadership is rather a practical philosophy that encourages the decision makers to put others' needs ahead of their own and improve their ability to help both individuals and organizations (Mihiotis, 2005).

According to Greanleaf (1973), a leader's most significant decision is an expression of who he is rather than an action in the traditional sense. The bond between a leader and the

followers is what makes someone a leader. Serving a purpose greater than ourselves is the cornerstone of servant leadership.

Servant leaders they prioritize others' needs over their own. They work to fulfil the objectives and demands of their subordinates and to realize the overall objective or mission (Daft, 2010).

➤ ***Moral leadership***

Moral leaders refers are able to distinguish right from wrong and make the right decisions. They applying the principles of justice, honesty, goodness, and decency to the practice of leadership. They never forget that values — rather than merely financial performance — matter in business (Daft, 2010).

➤ ***Transactional leadership***

Daft (2010) argues that transactional leaders set expectations for their followers' make their roles and responsibilities clear, establish structure, offer recognition, and try to understand their needs. They take great satisfaction from maintaining order and efficiency. Transactional leaders frequently emphasize impersonal components of performance such as plans, timelines, and budgets. They follow the policies and guidelines of the organization and exhibit a sense of loyalty to it. However, managing change demands a different style.

Robbins (2003) defines transactional leader as the person who leads or motivates followers towards specific goals by making the roles and the demands clear (Katou, 2017).

Transactional leaders offer significant exchanges to subordinates in order to achieve both their personal and their subordinates' plans (Kuhner, 1994). Subordinates accept the influence of transactional leaders because it is beneficial to them (Kuhner & Lewis, 1987).

The facets of transactional leadership are the following (Northouse, 2019):

- Contingent reward: Reward and promise of reward for high performance and recognition of achievement.
- Management-by-exception: The active version concerns taking corrective action when standards and rules are not followed. The passive version concerns action only if problems come up.

In Multifactor Leadership Questionnaire we meet the passive version of Management-by-exception as a facet of the distinguished style of Passive/Avoidant Leadership.

➤ ***Transformational leadership***

Transformational leadership is based on the scientific work of Burns (1978) and Bass (1985) according to Northouse (2019).

Daft (2010) argues that comparable to charismatic leaders, transformational leaders stand out for their unique ability to inspire creativity and change, empathize with their followers' needs and worries, assist them in resolving persistent problems, and push them to stand against the status quo. Not only do followers of transformational leaders believe in the leaders personally, but they also believe in their own ability to vision and build a better future for the organization as a whole.

Transformational leadership is supposed to be related to the concept of charismatic leadership.

Transformational leaders reveal the following approaches (Bass, 1990):

- (a) Idealized influence (attributed): the socialized charisma of the leader, who is thought to be confident, powerful, and focusing on ideals and ethics;
- (b) Idealized influence (behavior): the leader's charismatic actions connected to values, beliefs and mission;
- (c) Inspirational motivation: the ways leaders inspire their followers, being optimistic, setting ambitious goals, and supporting that vision is possible;
- (d) Intellectual stimulation: leader acts that appeal to followers' sense of logic and analysis, forcing followers to think creatively and find answers to complex situations and
- (e) Individualized consideration: leader's behavior that increases followers' satisfaction by advising, supporting, and attending to their unique needs, allowing them to develop and self-actualize.

Avolio and Bass (1990a) supported that transformational leadership can be taught to the members of an organization and affect the organization performance positively (Northouse, 2019).

➤ ***Passive/Avoidant leadership***

In Passive/Avoidant leadership, the leader chooses to avoid making decisions, abdicates responsibility and does not use authority. It is considered to be the most passive and ineffective form of leadership.

Avolio and Bass (2004) supported that there are two dimensions of Passive/Avoidant leadership:

- Management by Exception (Passive): Leaders mediate only when mistakes have already happened and
- LF: Laissez-Faire Leadership which describes the behavior of avoiding making choices, abandoning obligation, and not utilizing authority.

2.3 Leadership Styles

Lewin (1939) suggested three main leadership models based on the leader's way of making decisions: authoritarian, democratic and laissez faire.

According to this approach, there are three leadership styles (Mihiotis, 2005):

- a) The autocratic or authoritarian leadership style.
- b) The democratic, supportive or participative leadership style.
- c) The laissez faire or free reign leadership style.

The autocratic or authoritarian leader commands and demands agreement. He is dogmatic and positive. He uses rewards and punishments.

The democratic, supportive or participative leader believes that subordinates want to participate actively and they think they belong to the organization.

In the case of the laissez faire style, the leader follows and listens to the subordinates because they have been given the authority to decide and they have been consulted.

The selection of leadership style must depend upon the situation, the tasks and the profiles of the followers (Mihiotis, 2005).

Goleman (2000) suggested six styles of leadership: the coercive, the authoritative, the affiliative, the democratic, the pacesetter and the coaching style (Hannagan, 2002).

In the *coercive style*, the leader demands immediate compliance. Decisions are made in the high level and there is lack of motivation. This style is used in severe crises, as a shock method to make people work in a different way when the direction of the organization needs dramatic changes but if it is used after the crisis has passed the peoples' morale will be affected negatively.

In the *authoritative style*, the leader makes the vision clear and the importance of the subordinates' participation. This style is useful if the direction is not clear but it does not work if there are many experts.

In the *affiliative style*, the leader is interested in harmony and happiness of the followers. Motivation, loyalty, communication and initiatives are supported. There is the danger of not adequate guidance towards the direction.

In the *democratic style*, consensus and participation in making the final decisions is crucial. The disadvantage is that crucial decisions may be postponed if consensus fails and a sense of lack of clear leadership may come up. This style can be successful in the case of confident and competent employees and may support the boom of fresh ideas. If combined with other styles may provide a clear strategy and direction.

The *pacesetting style* demands good and immediate performance. It can work successfully with expert teams where people are self-motivated and achieve high level of performance and confidence. It may be more effective if combined other styles.

In the *coaching style*, leader assists the followers to understand their strengths and weaknesses and encourages their initiative, personal evolution and development. This style enhances employees' commitment because forces their personal development and progress. This style fails when on the one hand employees resist to changes and learning process and on the other hand, when leaders are not supportive.

2.4 Leadership and Management

According to Kotter (1990) “Nor is leadership necessarily better than management or a replacement for it. Rather, leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment.”

Management is about coping with complexity. Without good management, complex enterprises tend to become chaotic in ways that threaten their very existence. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products.

Leadership, by contrast, is about coping with change. The business world has become more competitive and more volatile. Major changes are more and more necessary to survive and compete effectively in the new environment where faster technological change, greater international competition, the deregulation of markets, overcapacity in capital-intensive industries, an unstable oil cartel, raiders with junk bonds, and the changing demographics of the work force are among the many factors that have contributed to this shift.

Zaleznik (1977) supports that leaders resemble to creative thinkers like artists and scientists. They differ with managers because of their personalities, the way they conceive their work, relations with others and themselves.

According to Bennis (1990), we need a new generation of leaders, not managers. Leaders manage the dream; they have the capacity to create a compelling vision and the ability to alter the vision into reality. The crucial differences between managers and leaders are presented on Table 11.

Table 11 Differences between managers and leaders according to Bennis (1990)

Managers vs Leaders	
The manager...	The leader...
administers	innovates
is a copy	is an original
maintains	develops

focuses on systems and structure	focuses on people
relies on control	inspires trust
has a short-range view	has a long-range perspective
asks how and when	asks what and why
has his eye on the bottom line	has his eye on the horizon
imitates	originates
accepts the status quo	challenges the status quo
is the classic good soldier	is his own person
does things right	does the right things

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According to Daft (2010) leadership is additional to management and does not replace it. Strong leadership presupposes a well-managed organization. We need good management for commitments, while we need good leadership for the future.

Managers and leaders have special qualities and skills. Ideally, a manager possesses manager and leader qualities (Daft, 2010) as table 12.

Table 12 Leader's and Manager's Qualities

Leader's and Manager's Qualities	
<i>MIND</i>	<i>SOUL</i>
Rational	Visionary
Consulting	Passionate
Persistent	Creative
Problem solving	Flexible
Tough-minded	Inspiring
Analytical	Innovative
Structured	Courageous
Deliberate	Imaginative
Authoritative	Experimental
Stabilizing	Initiates change
Position power	Personal power

SOURCE: Daft (2010) Based on Genevieve Capowski, "Anatomy of a Leader: Where Are the Leaders of Tomorrow?" *Management Review* (March 1994): 12

Strong management and leadership are both necessary to achieve best outcomes. Managers draw up procedures, develop efficient structures and supervise organization operation while leaders develop visions and inspire followers to make visions come true. (Robbins & Judge, 2011).

2.5 Effective Leadership

According to Bourantas (2005) the concept of effective leadership is a complex and dynamic operation, neither statically interpreted nor apparent.

An executive's effective leadership behavior means a mixture of leadership roles with the appropriate behavioral character.

The executive through people and systems (strategies, policies, methods, procedures, structures, etc.) must achieve short-term results and at the same time develop the organization in order to build the future. The leadership roles involve motivation, team development, support partners, culture development, partner development, personal development, management of strategy, management of innovation and continuous improvements, formation of a network of partner-supporters and reputation, project implementation, coordination and service of internal or external customers. Exercising all these roles requires decision-making and communication.

Effective leadership behavior also requires the appropriate character, the selection of the appropriate leadership style (authoritarian, participative or somewhere in between) depending on the maturity of the partners, the task and the environment and the combination of fundamental characteristics, such as sensitivity to people, rigor, integrity and humility.

3. Job satisfaction

In this chapter, we present the most important theories and approaches involving the concept of job satisfaction, aspects about the factors that contribute to it and the consequences to the individual and the workplace because of its presence or absence.

3.1 Job satisfaction concept and definition

Job satisfaction is the degree to which the employee feels positively or negatively about his/her job (Schermerhorn et al., 2011).

According to Robbins (2011), job satisfaction is an attitude of the employee that represents a positive feeling for his job, which results from an evaluation of job characteristics.

Job satisfaction is an issue of organizational psychology mainly because it seems to be directly related to employees' mental health, to maintain stable, permanent staff and to expectations for high efficiency as well (Kantas, 1998).

Research on the topic of job satisfaction went through phases with different intensities per decade. For example, while until the 1970s, there are a number of relevant publications, mainly due to the development of the school of humanitarian relations, in the 1980s, a decline occurs as the interest of businesses decreases, due to the failure to find a simple and direct impact of satisfaction on work performance. The increase in unemployment and the existence of surplus human potential created the feeling of satisfaction just from securing employment.

The concept of job satisfaction concerns the entire workforce regardless of their field of employment and is linked to the meaning a person finds in his/her work.

Job satisfaction is closely related to active job involvement, identification and participation. It is related to self-esteem caused by performance, to psychological empowerment caused by the belief that they influence their work environment, they are adequate, their work is important and they can act autonomously.

3.2 Job satisfaction and motivational theories

Job satisfaction is related to work motives, attitudes and values.

Motivational Theories have contributed to the understanding of human behavior (Chytiris, 1994). These can be distinguished into two categories: **content theories** concerning the nature of motivation and **process theories** concerning the process of motivation.

3.2.1 Content motivation theories

Content theories examine the people needs, how they rank them, how they try to satisfy them, as well as what really motivates individuals. Researchers Maslow, Alderfer, Herzberg, McClelland have contributed to this category of theories.

➤ *Maslow's theory of Needs Hierarchy*

According to Maslow (1943, 1954), human needs are classified into five main categories, which are rated hierarchically as follows:

1. Physiological needs, such as food, shelter, clothing, sleep and sex
2. Safety needs, such as steady employment, health care, freedom, predictability of environment
3. Social needs, such as being a member of a social group, a group of friends or partners
4. Esteem needs, such as, respect, esteem, recognition, fame, prestige and power.
5. Self-actualization needs, such as education and development opportunities, ethics development.

Needs pyramid is the schedule that depicts the main categories of needs in a defined order.

According to Maslow, a person tries to fulfill the lower level needs, and then the higher level needs. When a level of needs is fulfilled it stops being motivating and active. At the same time, the next level of needs becomes active. This process continues until the last level of self-actualization needs is fulfilled.

This process is defined as Satisfaction-progression.

➤ ***Alderfer's ERG theory***

Clayton Alderfer (1969, 1972) classified human needs into three main categories (Katou, 2017):

1. Existence needs, which contain Maslow's physiological and safety needs.
2. Relatedness needs, which contain Maslow's social needs
3. Growth needs, which contain Maslow's esteem and self-actualization needs.

Despite Maslow's theory, Alderfer's ERG theory supports that:

- Needs of different categories may be activated simultaneously.
- Needs of different categories may represent human behavior at the same time
- The need satisfaction may lead to its tension instead of its deactivation
- There is a throwback because of disappointment when a person finds it difficult to satisfy his need.

➤ ***McClelland's acquired needs theory***

McClelland (1961) classified human acquired needs into three categories (Katou, 2017):

1. Need for achievement
2. Need for power
3. Need for affiliation

Chytiris (1994) supports that according to this theory:

- Need for achievement may be recognized, taught and enhanced.
- The possibility of achievement motivates people to learn faster and effectively.
- Need for achievement makes people more receptive to advice.

➤ ***Herzberg's two factor theory***

Herzberg (1959) supports that there are two categories of factors that affect people's attitudes about their jobs. These are (Katou, 2017):

1. Hygiene or maintenance factors which are extrinsic factors, such as working conditions, pay, organization policy and rules, interpersonal relationships,

supervisor quality. If these factors are satisfied does not mean that the employees are satisfied but they are just not dissatisfied.

2. Motivation or growth factors which are intrinsic factors, such as the feeling of achievement, recognition, responsibility and personal development and promotion chances. If these factors are satisfied, the employees are satisfied too. In case these factors are not satisfied, it does not mean that the employees are dissatisfied for sure. They may be just not satisfied.

Consequently, a leader in order to motivate employees firstly has to ensure that the hygiene factors are fulfilled, so that they are not dissatisfied and then seek for their satisfaction by fulfilling the motivation factors. In other words, if the hygiene factors are not fulfilled at first, then the fulfilment of motivation factors will fail in providing motivation.

➤ ***Job characteristics model***

According to Hackman and Oldham (1980), job characteristics model includes the core job characteristics that should be taken into account whenever job redesign is needed (Katou, 2017):

- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback

The core job characteristics affect the following three critical psychological states:

- Experienced meaningfulness of work
- Experienced responsibility of work outcomes
- Knowledge of results

Personal and work outcomes:

- High internal work motivation

- High quality work performance
- High satisfaction with the work
- Low turnover and absenteeism

Moderators:

- Knowledge and skills
- Need for growth
- Context satisfaction

The **motivating potential of a job**, the degree to which it can cause internal motivation to the employee, depends on the combination of characteristics and is calculated by the following formula:

$$\text{Motivating Potential} = \frac{\text{skill variety} + \text{task identity} + \text{task significance}}{3} \times \text{autonomy} \times \text{feedback}$$

We conclude that the most valuable/crucial characteristics are autonomy and feedback because if they are equal to zero then the score of the equation will become zero too.

The motivating potential, the creation of internal motivation is not enough by itself. The active moderators help employees to experience the appropriate psychological states and respond positively to jobs with high internal motivation.

3.2.2 Process motivation theories

Process Theories are more concerned with how motivation is aroused and maintained. Therefore, they deal with the variables that influence human behavior in general and especially at work, as well as how these variables influence each other. V. Vroom, J. Adams, L. Porter and E. Lawler III, E. Locke and B. Skinner developed theories of motivation in this category.

➤ ***Adams's Equity theory***

The critical concepts of this theory are:

- Person who conceives the justice and equity or injustice and inequity.
- Comparison person that is used as the person of reference.
- Inputs that a person offers while working, such as skills, knowledge, experience, creativity, time, effort and other things.
- Outcomes that a person gets from work, such as rewards, recognition, pay, security, promotion, development
- Balance is what we get after the comparing inputs to outcomes. The result is the fraction of inputs to outputs.

If the balance of a person A is compared to the the balance of another person B, then the result may lead to one of the next cases:

- Negative inequity: balance A is less than balance B and person A is disappointed and person B feels guilty.
- Equitability: balance A is equal to balance B and both persons are satisfied.
- Positive inequity: balance A is greater than balance B and person B is disappointed and person A feels guilty.

The equity theory contributed to the sense of justice in the organizations. According to Greenberg et al (1987), organizational justice refers to the employees' perception of the organization behavior towards them as fair or unfair and their reaction to this. Organizational justice dimensions are:

- Distributive justice that refers to the degree to which the organization treats all employees the same (Adams, 1965)
- Procedural justice that refers to the degree to which the organization follows the rules exercising its policy (Leventhal, 1980)
- Interactional justice that refers to the degree to which the organization treats all employees with respect while making decisions about their issues (Bies and Moag, 1986)

➤ ***Vroom's Expectancy theory***

In the expectancy theory, we meet three basic types of relationship (Robbins and Judge, 2011):

1. Effort – performance relationship: the perception of the employee that if he puts a certain level of effort he will achieve a certain level of performance.
2. Performance – rewards relationship: the perception of the employee that if he achieves a certain level of performance then he will receive the desired rewards.
3. Rewards – personal goals relationship: it represents the degree to which the rewards satisfy employee's personal goals.

There are three basic dimensions relative to the above types of relationship:

1. Expectancy, which refers to the possibility for the employee to believe that if he puts in a certain level of effort he will achieve a certain level of performance.
If he believes that it is 100% impossible to achieve a certain level of performance, the expectancy is considered equal to zero. On the contrary, if he believes that it is 100% possible to achieve a certain level of performance, the expectancy is considered equal to one.
2. Instrumentality, which refers to the possibility for the employee to believe that if he achieves a certain level of performance then he will receive the desired rewards. If he believes that it is 100% impossible to receive the desired rewards, the instrumentality is considered equal to zero. On the contrary, if he believes that it is 100% possible to receive the desired rewards, the instrumentality is considered equal to one.
3. Valence, which refers to the value that the employee gives to his personal goals. If a personal goal is not desirable at all, the valence is considered equal to -1. On the contrary, if a personal goal is very desirable, the valence is considered equal to one.

Figure 1 Expectancy equation

Expectancy equation :	$Motivation = Expectancy \times Instrumentality \times Valence$
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As a result, the motivation power gets its greatest value when every agent of the product is equal to one. If at least one agent is equal to zero, the motivation power becomes zero.

➤ ***Motivation model by Porter and Lawler***

According to Porter and Lawler (1968) there is reverse causality between satisfaction and performance, which means that employee's high performance leads to satisfaction (Katou, 2017).

The variables of this model are the following:

1. Value of reward, which corresponds to the concept of valence of Vroom's theory.
2. Perceived effort – reward probability, which corresponds to the concept of expectancy of Vroom's theory.
3. Effort, which is affected by the 1th and 2th variable and corresponds to Vroom's theory.
4. Abilities and personal traits, such as knowledge, skills, experience, personality.
5. Role perceptions, which refers to the perception of the employee of his work and the role he has to play to perform it.
6. Performance: which is a first order result and affected by the 3th, 4th and 5th variables. Therefore, if there are not enough skills, and the role is not perceived then his efforts will be in vain and consequently his performance will fail.
7. Rewards, which are second order results, either intrinsic, such as the feeling of success or extrinsic, such as pay and work conditions.
8. Perceived equitable rewards, which represent the Adams theory of justice and equity.
9. Satisfaction, which is affected by the 7th and 8th variable. So, if the employee believes that his rewards are not fair in comparison with the others', then he becomes displeased.

➤ ***Locke's goal setting theory***

According to Locke (1968) the setting of goals play a vital role for the motivating behavior.

The main goal characteristics, which favor the best performance, are the following:

1. Goal specificity instead of unclear and general goals
2. Goal difficulty, which favors employees' activation
3. Feedback on goal progress
4. Competition for goal attainment
5. Participation in goal setting

Factors that affect the effort are:

1. Goal acceptance
2. Goal commitment

Factors that affect the performance are:

1. Abilities of employee
2. Situational factors

➤ ***Skinner's Theory of reinforcement***

According to Skinner (1953, 1971) the employee motivation is determined by the relationship between a specific behavior and its results (Daft, 2001).

According to the reinforcement method, there are four way that a leader can behave in order to obtain or intensify the desired behavior from the employees.

Positive reinforcement, which includes positive actions, such as rewards, is applied with the aim to intensify the obtained positive response of the employee.

Negative reinforcement by avoiding actions, such as negative comments, is applied with the aim to intensify the obtained positive response of the employee.

Punishment, such as negative comments, is applied with the aim to obtain a positive response of the employee.

Extinction, by removing positive actions, such as pay reduction, is applied with the aim to obtain a positive response of the employee.

3.3 Job satisfaction factors

There are multiple and complex factors that influence job satisfaction.

Warr (1987) formulated the distinction between intrinsic and extrinsic satisfaction (Kantas, 1998). Intrinsic satisfaction is related to the content of the work, the freedom in the way the work is performed, responsibility, variety and skills used. The extrinsic satisfaction refers to the working conditions, hours and wages.

According to Meier and Spector (2015), there are three approaches that lead to job satisfaction:

- Dispositional approach (person),
- Situational approach (environment), and
- Interactionist approach (interaction and matching of person and environment).

In dispositional approach the difference in the level of satisfaction that persons get from their job is due to their disposition because of genetic factors, dimensions of personality, such as neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness (Ilies and Judge, 2003), traits such as locus of control, self-efficacy, self-esteem.

The connection between job satisfaction and personality is proposed to be activated through specific mechanisms. For instance, people with high self-evaluation seek for jobs with complicated tasks, in order to get more satisfaction. Conversely, people with negative feelings have a predisposition to negative emotions and they may get less satisfaction, no matter the quality of work conditions are.

According to situational approach, job satisfaction is related to work conditions (Dormann and Zapf, 2001) such as:

- job stability
- work events
- job characteristics (e.g., skills, variety, task significance and autonomy),
- work stressors (e.g., workload, conflicts, lack of justice),
- resources (e.g., social support).

According to the interactionist approach, the same work conditions affect different people in different ways depending on the match between the person and the job (Verquer, Beehr and Wagner, 2003).

According to Nel (2004), there are personal determinants and organizational factors that make people feel positive or negative about their job (Anin et al, 2015). Age, gender, educational level, years of experience are personal determinants while pay, recognition, supervision, the work itself, security, work environment and co-workers are organizational factors.

3.4 Job satisfaction consequences

If we consider job satisfaction as an independent variable the impacts on the working behavior that have been discussed are work performance and productivity, absenteeism, staff mobility and leaving the organization (Kantas, 1998).

- *Work performance and productivity:* According to Locke (1976; Locke and Latham 1990 b) there is the connection-sequence "productivity - satisfaction - productivity". That is, it is possible that satisfaction does not lead to productivity, but on the contrary, successful performance at work leads to satisfaction, which then indirectly, mainly through the feeling of commitment to the organization and its goals, affects productivity. If productivity results in additional rewards from work, for example, promotion, pay rise, then there is a secondary increase in satisfaction.
- *Absenteeism:* Absences can be interpreted as a tendency to avoid work. It has been observed that greater satisfaction leads to fewer absences, but this relationship is weak (Kantas, 1998).
- *Mobility and leaving the organization:* According to the Mobley model, the process that the staff leaves work seems to be gradual (Kantas, 1998). The first stage starts with thoughts about leaving and possible alternative jobs. Indifference, passivity, and absences are observed. In the second stage, a comparison is made between the benefit of looking for a new job and the cost of leaving the current position. If the cost is judged greater than the benefit, then staying at work is reconsidered with an increase in satisfaction from it. If thoughts of leaving prevail then the third stage follows. The intention to leave is formed and leads to the investigation of a new job position and a new weighing between the advantages and disadvantages for each case.

4. Leadership and Job satisfaction in Central Service of Ministry of Education, Religious Affairs and Sports

This chapter examines the basic elements of the Greek public administration and mainly the legal framework of its operation, the basic principles of its actions, its personnel and the process of selecting personnel and executives and issues about assessment, promotion and pay. Special reference is made to the Ministry of Education and the particularities of the central service, the characteristics concerning staffing and leadership as well as the characteristics and conditions that may influence and determine the employees' satisfaction. Besides, we present the reasons that make the current research important for the performance, the function and the well-being of the personnel, and relevant previous research.

4.1 Greek Central Public Administration

Although the decentralization process was a legal and constitutional manifestation from 1833, public administration in Greece was established upon the Greek state's bureaucratic organization principles of the centralized and hierarchical structure of the 19th century (Droulia, 2007). Improvements and modernizations have been made ever since.

Administrative science acknowledges that the political and social context, the ideological background, and the economic and cultural environment that prevails in a given place and time, implement the administrative system that best serves the interests of those in positions of power (Athanasoula-Reppa, 2008).

The basic principles of the ideal bureaucratic organization model according to Weber are (Bourantas, 2002):

- Specialization in the work and expert occupant of the post
- A structured set of guidelines and norms that enable activities to be completed in a predictable manner
- An organization with authority levels ranging from top management to the lowest. The lower one will report to and be controlled by the higher one.
- Social distancing and rules-based governance to prevent partiality or unfair treatment

- Organizational memory and formality to guarantee continuity over time
- The standard for advancement is an individual's professional aptitude, which ensures that authority is not arbitrary and that familial and friendly ties do not take precedence.

These days, the pathogenesis of public administration has been linked to the idea of bureaucracy (Saitis, 2005). Fanariotis (1999) identified the following as the main causes of dysfunction in public organizations:

- the bureaucratic nature of the organization, which leads to an excessive amount of unnecessary work and an excessive expansion of the hierarchical scale
- the political power is meddling in the administrative operations and activities
- the vague definition of the bureaucratic responsibilities

According to the principle of legality, it is compulsory for public administration to keep the rules of law. While private individuals can do whatever is not prohibited, the administration must or can do only what is permitted (Spiliotopoulos, 2002).

Public administration, which constitutes the executive power, by being obliged to keep the rules of law, is indirectly subordinated to the electorate, the body of popular sovereignty. (Spiliotopoulos, 2002).

The activity of public administration aims to satisfy directly or indirectly the public interest, which has a social character and is connected to the conceptual order (Spiliotopoulos, 2002).

In the context of the principle of legality and the satisfaction of the public interest, the necessity to safeguard the governed arises, which is achieved through the following means (Spiliotopoulos, 2002):

- The principle of equality between the governed and public services.
- Principles of good governance and administration
- The right to be heard
- Justification for administrative actions
- Provision of judicial protection.

There have been attempts in the last few decades to use the concepts of New Public Management to sway the public opinion in Greece. Making the shift from old bureaucratic paradigms to the New Public Management methodology is difficult. Professionals in public administration of Greece have a major leadership role for the success of this endeavor. Studies reveal that the leadership styles of managers in the public sector have a significant impact on their decision-making. Inspirational leaders stimulate and enhance worker contentment producing higher output (Koustelios et al., 2021).

Aspridis (2021) argues that the new public administration culture follows New Public Management (NPM) ideas and includes best practices from the business sector. NPM influences the soft elements of public administration culture, including values, mentality, and attitudes. It follows the concepts of economy, efficiency, effectiveness, legitimacy, and accountability. Training public administration executives at all levels helps shape modern organizational culture. Training programs can help CEOs to improve, learn new skills, and shift public administration beliefs and attitudes (Michalopoulos, 2018)

New operating guidelines for the public sector were created by Law 3230/2004, enabling human resources to fulfil the demands of the public. The goal of the new management system is to increase the effectiveness of all human resources and services, making them more capable of meeting daily demands. The efforts to use New Public Management policies in Greek public administration have been intensified since 2010 (Koustelios et al., 2021).

Mission

According to the 18th article of the Law 4622/2019, the Ministries of the Greek State belong to the Central Public Administration. Their mission is to execute and safeguard the requirements of the Constitution and the laws, to protect the public interest, to deliver high-quality public services to the society and to uphold social solidarity, equality, and justice.

Operation and Structure

Besides, according to the 20th article of the same law each ministry operates according to its Organization.

According to the 103th article of Constitution of Greece defines that public servants are the executors of the will of the State and have to serve the people, owe allegiance to the Constitution and devotion to the country.

Personnel Staffing

The appointment of employees' is permanent as long as their organic posts exist.

The recruitment of servants in the Public Administration, takes place either by competitive entry examination or by selection based on predefined and objective criteria, and is subject to the control of the independent authority of ASEP.

The Presidential Decree 85/2022 determined the classification of the state personnel into branches and specialties and the appointment qualifications to bodies of the State.

Law 4940/2022 defines the assessment process for supervisors (article 10), for employees (article 12), and employee incentive and reward system linked to the Unified Government Policy Plan (article 23).

Assessment

The employee assessment report includes: a) the mandatory selection of three skills to be developed and one to three skills already developed and b) the special justification, where required.

The Common Skills Framework consists of the following skills: a) citizenship orientation, b) teamwork, c) adaptability, d) result orientation, e) organization and planning, f) problem solving and creativity, g) professionalism and integrity, h) knowledge management and i) leadership.

Supreme Administration of Unions of Public Employees (ADEDY) has repeatedly announced a strike to protest against the procedure of assessing public personnel. According to the Executive Committee of A.D.E.D.Y., after the establishment of N4808/2021, the government has submitted more than 15 court appeals to declare employee strikes illegal, repealing Article 23 of the Constitution, which protects the right to strike.

The government has appealed 4 times, in 2024, for the strike – abstain from the assessment announced by ADEDY for civil servants and in all cases the strike was deemed illegal for formal reasons (decision no. 227/2024).

Rewards

An incentive and reward system is implemented for public sector employees who, due to their competence, implement specific objectives of the Unified Government Policy Plan, which includes the Ministries' Annual Action Plans, and which is approved every December by the Council of Ministers in accordance with paragraph 7 of article 52 of Law 4622/2019 (A' 133).

The services of each ministry that are directly related to the implementation of the objectives, as well as the specific quantitative objectives for each service, are determined by an Act of the Council of Ministers, following the proposal of the Ministers of Finance and the Interior, after prior consultation with the co-competent ministries.

Selection for positions of responsibility

The Articles 84, 85 and 86 of Law 3528/2007 ("Employee Code") as was modified by the Law 4674/2020 (article 45, par. 1) define the procedure for filling positions of responsibility at the level of General Directorate, Directorate and Department, the preconditions, the qualifications and the ranking criteria of the final selection.

The ranking of the candidates supervisors results from the scoring of: a) formal, educational and vocational qualifications, b) working and supervising experience, c) previous assessment reports and d) interview in front of a committee.

For the final scoring, the total number of points in each of the above categories is multiplied by specific coefficients (weighting factors) depending on the level of the position of responsibility.

4.2 Ministry of Education, Religious Affairs and Sports. Mission, Structure and Personnel of Central Service.

The Ministry of Religion was established in the Provisional Administration of Greece at the first national assembly in Epidaurus in 1822, (Saitis, 2005).

The Secretariat of Education and Religious Affairs having core educational and religious responsibilities was established during the reign of Otto with the Decree 13/10-4-1833 (Kotsikis, 2003).

The organizational chart of the Ministry of Education was formed over the years after successive amendments in 1933, 1937-1938 and 1975. The Central Service structure copies the educational structure and expands by establishment or division into new organic units (Andreou and Papakonstantinou, 1994). The organization of Central Service follows the pyramid structure (Kotsikis, 2003).

According to the Presidential Decree 77/2023, the Ministry of Education, Religious Affairs and Sports has been renamed and its structure has included the services of General Secretariat of Sports and associated services, which was transferred from the Ministry of Culture, and excluded the Directorate of Youth, which was transferred to the newly established Ministry of Social Cohesion and Family.

The Organization of the Services of Ministry of Education is defined by Presidential Decree 18/2018 (A' 31/23.2.2018), as it has been modified by newer provisions of laws and decrees.

Mission

The mission of the Ministry of Education is the development and continuous upgrading of education with the aim of:

- a) the moral, spiritual and physical education of the Greeks,
- b) the development of national consciousness,
- c) the protection of freedom of religious conscience and worship and the supervision of the functions of all known religions,
- d) the cultivation of respect for his freedom speech and expression,
- e) tolerance of diversity,
- f) education based on the principles of democracy, equality, solidarity, non-discrimination, transparency and meritocracy,
- g) respect for the environment, natural and cultural co, and the consolidation of the principle of sustainability
- h) the formation of free, active and critical thinking citizens
- i) the development and promotion of science, research, innovation, technology, information society,
- j) care for the quality upgrade of the education training of the new generation and lifelong learning.

Structure

As to the structure, the official organizational chart of the Ministry of Education demonstrated in the Civil Services Register (retrieved on 11th April 2024 from <https://hr.apografi.gov.gr>) shows that the Central Service consists of 214 organizational units classified into 6 main categories, regardless of the hierarchical level to which they belong. The above elements are depicted on table 13:

Table 13 The classification of the organizational Units of Central Service

CATEGORY OF ORGANIZATIONAL UNITS	NUMBER OF ORGANIZATIONAL UNITS
OFFICIAL SECRETARY	1
GENERAL SECRETERIATS	4
GENERAL DIRECTORATES	9
DIRECTORATES	41
DEPARTMENTS	147
BUREAUX	12
SUM OF ORGANIZATIONAL UNITS	214

The pyramidal form of the structure is a rational organization paradigm of bureaucratic system. Departments and autonomous offices form the base of the pyramid, while general secretaries, deputy ministers, and ministers form the summit (Athanasoula – Reppa, 2008).

The organizational units belonging to the first three levels of hierarchy are depicted on the Table 14.

MINISTRY OF EDUCATION, RELIGIOUS AFFAIRS AND SPORTS														
F I R S T L E V E L	PRIVATE OFFICE OF THE MINISTER	PRIVATE OFFICE OF THE SUBMINISTER 1	PRIVATE OFFICE OF THE SUBMINISTER 2	OFFICIAL SECRETARY	GENERAL SECRETARIAT OF VOCATIONAL EDUCATION, TRAINING AND LIFELONG LEARNING	GENERAL SECRETARIAT OF RELIGIOUS AFFAIRS	GENERAL SECRETARIAT OF PRIMARY, SECONDARY AND SPECIAL EDUCATION	GENERAL SECRETARIAT OF HIGHER EDUCATION	GENERAL DIRECTORATE OF DIGITAL SYSTEMS, INFRASTRUCTURES AND EXAMINATIONS	BUREAU OF COMMUNICATION AND INFORMATION	BUREAU OF SCIENTIFIC CONSULTANTS	INTERNAL CONTROL UNIT	PARLIAMENTARY AUDIT DEPARTMENT	DEPARTMENT OF LEGISLATIVE INITIATIVE
				GENERAL DIRECTORATE OF FINANCIAL SERVICES	GENERAL DIRECTORATE OF VOCATIONAL EDUCATION, TRAINING AND LIFELONG LEARNING	DIRECTORATE OF RELIGIOUS ADMINISTRATION	GENERAL DIRECTORATE OF EDUCATIONAL PERSONNEL OF PRIMARY AND SECONDARY EDUCATION	GENERAL DIRECTORATE OF HIGHER EDUCATION	INFORMATION SYSTEMS DEVELOPMENT DIRECTORATE					
S E C O N D L E V E L				GENERAL DIRECTORATE OF HUMAN RESOURCES	DEPARTMENT FOR THE IMPLEMENTATION OF EUROPEAN LAW	DIRECTORATE OF RELIGIOUS EDUCATION AND INTERRELIGIOUS RELATIONS	GENERAL DIRECTORATE OF PRIMARY AND SECONDARY EDUCATION STUDIES	PRIVATE OFFICE OF THE GENERAL SECRETARY FOR HIGHER EDUCATION	DIRECTORATE OF EDUCATIONAL TECHNOLOGY AND INNOVATION					
				GENERAL DIRECTORATE OF STRATEGIC PLANNING PROGRAMMING AND ELECTRONIC GOVERNANCE	PRIVATE OFFICE OF THE GENERAL SECRETARY FOR VOCATIONAL EDUCATION, TRAINING AND LIFELONG LEARNING	PRIVATE OFFICE OF THE GENERAL SECRETARY OF RELIGIOUS AFFAIRS	GENERAL DIRECTORATE OF INTERNATIONAL EUROPEAN ISSUES OF INDIGENOUS EDUCATION AND INTERCULTURAL EDUCATION		DIRECTORATE OF EXAMINATIONS AND CERTIFICATIONS					
				HUMAN RESOURCES INDEPENDENT DEPARTMENT OF REGIONAL EDUCATION DIRECTORATES AND PRIMARY AND SECONDARY EDUCATION DIRECTORATES			INDEPENDENT DEPARTMENT OF COORDINATION AND MONITORING OF REFUGEE EDUCATION		DIRECTORATE OF ELECTRONIC AND NETWORK SYSTEMS					
				COORDINATION SERVICE			INDEPENDENT DIRECTORATE OF PRIVATE EDUCATION							
				INDEPENDENT DIRECTORATE FOR COLLECTION, SUBMISSION OF EXHIBITS AND OTHER MATTERS			PRIVATE OFFICE OF THE GENERAL SECRETARY FOR PRIMARY, SECONDARY AND SPECIAL EDUCATION							
				BUREAU OF OFFICIAL SECRETARY										

Table 14 STRUCTURE OF CENTRAL SERVICE

The elements were retrieved on 11th April 2024 from: <https://hr.apografi.gov.gr>

Staffing

In order to fill the vacancies, recruitment competitive procedures of Law 4765/2021 are followed under the supervision of the Supreme Staff Selection Council, either by written competition or by priority order from a ranking table based on the scoring of qualifications.

In addition, law 4416/2016 defines the mobility process (redeployment) of permanent personnel already serving in the public sector in other bodies, according to rules of priority and ranking of applicants and transfer of their organic position.

Besides, there is the possibility for permanent personnel already serving in other bodies of public sector to be moved though for a period in order to support the extra needs of the services after the agreement of the service council.

The administrative services of the Ministry of Education are mainly staffed with permanent personnel who have been selected from the beginning for the central service or have moved into it through the process of transfer from other services of the Ministry of Education.

It is also a common policy of the political leadership of the Ministry of Education that teachers cover the shortages in permanent staff through the process of secondment (Law 2740/1999, article 6, par. 6). For many past decades, a significant number of teachers had been remained for several years in secondment status covering permanent organizational needs supporting the operation of the Central Service.

During the last decade, especially at the financial crisis period, a significant number of teachers with administrative experience in the Central Service have leaved their educational positions in order to occupy vacant permanent organic positions in the Central Service of Ministry of Education.

Personnel

The personnel of the central service increases as the number of its services, directorates and departments increases. The percentage of university education employees in the 1980s remains small compared to other categories of administrative personnel (Andreou and Papakonstantinou, 1994).

According to the current situation there are 813 permanent employees serving in the Central Service of the Ministry of Education allocated to branches and specialties according to the classification of Presidential Decree 85/2022, and occupy 813 organic positions of the Ministry's organization according to the organizational chart. The total number of established organic positions is 1.476 (table 15).

In year 2023, 344 annual secondments of teacher to the Central Service were approved. Among them, there were 228 renewals.

Table 15 Permanent personnel of Central Service of Ministry of Education., Religious Affairs and Sports and organic positions.

CATEGORY	EMPLOYMENT RELATIONSHIP				TOTAL PERSONNEL	ORGANIZATIONAL POSITIONS
	EMPLOYED ORDER	ON DUTY	PRIVATE LAW OF INDEFINITE TIME	PERMANENT PERSONNEL		
COMPULSORY EDUCATION				8	8	25
SECONDARY EDUCATION			22	73	95	229
TECHNOLOGICAL EDUCATION			14	68	82	205
UNIVERSITY EDUCATION	1	1	49	565	615	1.005
SPECIAL EDUCATIONAL PERSONNEL			2		2	2
CONSULTANS A'				10	10	10
SUM	1	1	87	724	813	1.476

4.3 Leadership in Central Service of Ministry of Education, Religious Affairs and Sports

At the local, regional, and national levels, decisions are made regarding education. There are three different administration levels: higher, or strategic, managerial, and lower, or operational. The decisions made at each level are categorized as strategic, management, and operational (Athanasoula Reppa A.et al., 2008).

According to Athanasoula Reppa A. et al. (2008), the most fundamental distinction between the various levels of the educational system relates to decision-making at two levels: political leadership, which makes strategic decisions about educational policies, and administrative leadership, which makes managerial and operational decisions.

The minister is in command of all ministry services and is at the top of the organizational pyramid for both the ministry and the public service even though he is not an employee (Dagtoglou, 2012). He leads, coordinates, oversees, and manages the action of the services.

According to Aspridis (2021), public administration culture is shaped by political involvement in executive decisions, condemning their work, and inadequate central services. The goal is to provide educational and training programs that meet the needs of modern public administration and adapt best practices from the private sector to the public

sector. Pravita (2018) recommends improving professional culture, promoting meritocracy, and emphasizing civil servants' neutrality as both state and people's servants.

Besides, Andreou (2017) argues that the state's administrative complex suffers by internal issues such as poor coordination, excessive legalism and hierarchical control, a lack of high-quality technical personnel, inefficient resource utilization, clientelism and non-meritocratic norms, party infiltration, and a lack of senior positions. These characteristics appear to be endemic to the administration and have persisted over multiple regimes.

Aspridis (2021) argues that the culture of public administration is characterized by excessive bureaucracy and state interventionism, an outdated administrative system, a central-government administrative system, a lack of knowledge among civil servants, and mistrust between the state and citizens.

The last selections of administrative supervisors that have been carried out according to articles 84, 85 and 86 of Law 3528/2007 ("Employee Code") as was modified by the Law 4674/2020 (article 45, par. 1) were for the level of General Directorates of the Ministry.

The supervisors of the levels of Directorates and Departments have been positioned by minister's decisions temporarily. This temporary period has lasted for at least 6 years, since the new organization was established.

For a certain number of organic units of the Central Service of the Ministry, teachers are permitted to hold positions of responsibility under the extra precondition of previous relative important experience and specialized knowledge.

According to Law 4940/2022, the supervisors are accountable for their subordinates' scheduled advance results, and they motivate and manage their team members to achieve goals. They have the ability to reward the employees with the highest performance, with bonuses and cooperation with them, to plan and supervise the implementation of Annual Development Plans for their team.

4.4 Job Satisfaction in Central Service of Ministry of Education, Religious Affairs and Sports

Pay: After the law 3830/2010 and memorandum conventions, the total income of the public servants has been reduced to a severe extent. The 13th and 14th salary has been abolished and the gradual increases have been partially unfrozen only recently.

According to the Supreme Federation of Public Employees (ADEDY) fourteen years after the memorandums, employee salaries were reduced by 40%, gifts were abolished, a 2% solidarity levy was imposed, salaries remain frozen for the two-year period 2016-2017, tax-free limit was reduced, while under government income policy, public sector employees are driven into poverty and destitution as the increases are imperceptible compared to the increase in the cost of living

The **bureaucratic system** has an impact on the operation of the central service because:

- The involvement in a multitude of responsibilities and the required actions put a special burden on the employees in dense time.
- The complexity of the actions required and the number of involved services and employees increases the processing time, and the stress for their timely implementation.

The **lack of staff** due to budgetary constraints and the restriction of recruitment in the public sector induced by Law 3830/2010 is linked to:

- intensification of work as the same work is produced by fewer people
- extended hours for services with a small number of servants
- work pressure and stress for the timely completion of the administrative work for which there are specific milestones and deadlines to ensure the smooth operation of the education structures
- the shortage of specific specialties induces the rule “everybody does everything”.

The secondment of teachers to the Central service in order to cover personnel needs has a positive impact because of their experience in educational positions and familiarity with issues concerning the educational community. On the other hand, this kind of temporary staffing in combination with the inadequate organizational provision for staff

information and training have the negative options of repeated demand for training and adaptation.

The trade union of the employees requests for the immediate announcement of all positions of responsibility with objective criteria. In addition, it demands financial increases, at least 20% in employees' salaries, restoration of 13th and 14th salary and continuous salary development.

Moreover, the trade union asks for change of the assessment framework and disconnection of the salary from assessment and targeting, recruitment of permanent staff at the Ministry and measures for the health and safety of employees at work.

Besides, ADEDY requests that all critical public institutions (health, education, social services, insurance, etc.) should be immediately staffed with permanent employees.

Bonus policy is based on goal achievement associated with government planning and priorities. Therefore, it is criticized as not objective and not based on the needs for crucial and difficult administrative work.

The OECD Economic Survey for Greece for the year 2023 reported that Greek public sector made a lot of progress in the field of digitalization of the services applied during the pandemic of covid-19.

4.5 The importance of the dissertation research

The Central Service of the Ministry of Education belongs to the central public administration and its mission and operation is crucial for the development and implementation of strategies and policies concerning the whole educational system. Therefore, its internal function is of high importance because its outputs has an impact on educational procedures that affect the vast majority of the society, as education is a social good.

There are peculiarities of the Ministry of Education that make it differ from other public services and ministries too. First, there is an obvious lack of permanent staff and the majority of the employees are middle aged, thus with lot of experience. In addition, a significant part of its personnel becomes from the educational section. There is a number of teachers of primary and secondary education who have become permanent administrative

staff and many of them have positions of responsibility. Besides, a significant proportion of the vacancies are temporarily covered with teachers on an annual basis through secondments.

The personnel has to deal with most important and urgent cases, demanding problems, pressing schedules, procedures that concern critical issues of the educational system with a great number of involved structures and people. These conditions create high stress, pressure, increased responsibility and anxiety.

The inadequate number of employees, the impossibility for them to move to other public positions due to the lack of staff, the extra workload produce a feeling of injustice too. Also, the fact that there have been no selection procedures for supervisors in recent years, except for some of the positions of general directors, show underestimating of meritocracy and equal opportunities for promotion..

In this context, job satisfaction is an important parameter, because it makes individuals able to have a high-quality performance in difficult conditions of demanding, complex and urgent duties. Besides, it may preserve their interest in remaining in the service instead of seeking for a more satisfying and beneficial position.

Consequently, it is important to investigate in this particular workplace the way employees experience leadership and satisfaction and use the results of the research to develop policies in the direction of improving the function of the organic units and their performance for the benefit of both the service and the personnel.

The findings of the research based on the opinions of the employees about applied leadership style and the status of their job satisfaction may produce useful conclusions and implications that managers and leaders of the workplace of the Central Service could take into consideration and propose specific measures for improving the parameters that are not developed enough and try to avoid behaviors that seems to be disadvantageous to job satisfaction. Initiatives concerning training, coaching, promoting best administrative practices and the expressed need for financial positive measures could be communicated and discussed from a better position.

4.6 Previous relevant references

A significant amount of surveys has been conducted regarding leadership in different workplaces in Greece. In some of them, the issue of leadership is examined in respect to job satisfaction.

The findings of the survey that Karelakos (2015) conducted in a sample consisted of employees working at the National Centre for Public Administration and Local Government, led to the conclusion that the leadership style with the highest score is transformational, followed by transactional and then passive leadership. In addition, the job satisfaction of the employees was found to be moderate. Moreover, job satisfaction showed a positive correlation with the transformational leadership style while no correlation was found between transactional leadership and job satisfaction. Finally, negative correlation was found between passive leadership behavior and job satisfaction.

A study concerning the employees of Komotini hospital showed that transformational leadership style is implemented and employees are largely satisfied by leadership and believe in inspirational motivation from this so that they put in more effort (Batzios, 2022).

A research conducted in a private, for-profit university in the United States showed that transformational leadership enhances the job satisfaction of the followers. Conversely, laissez-faire leadership should be avoided because of its negative correlation with follower job satisfaction (Barnett, 2017).

A study in a manufacturing company in Sri Lanka indicated that the transformational leadership has positive significant influence on job satisfaction and job performance (WS Chandrasekara, 2019).

A study in New Zealand public sector (Parry & Thomson, 2003) showed that transformational leadership had indirect and direct effects on outcomes through influence on culture and climate for innovation.

A survey for the Full Range of Leadership Theory in public sector (Oberfield, 2012) supports that transformational and transactional leadership are related to the employees' satisfaction and may predict it.

A research for the health service in Ethiopia (Hundie & Habtewold, 2024) showed that employee performance was significantly associated with transformational leadership style with idealized influence and intellectual stimulation, and laissez-faire leadership style

while transactional leadership did not seem to have a significant association with employee performance.

A research for the health care system in Indonesia (Saifudin, et al, 2024) found that transformational, transactional, and complex leadership styles are considered beneficial in hospital settings.

5. Research scope

5.1 Purpose of research

The purpose of the dissertation is to collect and present the existing opinions of the employees about the leadership styles applied in public sector and particularly in the Central Service of the Ministry of Education, Religious Affairs and Sports, as well as their own satisfaction in carrying out the tasks related to their responsibilities within their work environment. Then we will attempt to investigate the correlation between applied leadership styles and employees' satisfaction.

5.2 Research questions

The main axes of the research concern the extent to which demographic characteristics and professional profiles of the employees are related to job satisfaction, the leadership behavior of the supervisors, the degree of job satisfaction and the possible connection between leadership styles and job satisfaction.

The main research questions are the following:

- 1) Is there a relationship between the degree of employees' overall job satisfaction and their demographic characteristics and professional profiles?
- 2) Which leadership style is more applied, Transformational, Transactional or Passive/Avoidant Leadership style concerning specific facets of leadership (Avolio & Bass, 2004)?
- 3) To what extent are the employees satisfied with their job concerning specific factors of job satisfaction (Spector 1985)?
- 4) Is there a relationship between the leadership styles and the degree of employees' overall job satisfaction?

6. Research Methodology

This chapter presents the methodology followed in the research procedure.

Specifically, we present the basic characteristics of the research sample, the process we followed for the collection of the research data, the basic elements of the questionnaire we used as the research instrument to get the required information, the measurements and their interpretation of the participants responses into quality results to answer the research questions. We also examine the reliability and the validity of the conducted research.

6.1 Research Sample

The sample of the research consists of 103 employees of the Central Service of the Ministry of Education, who are either administrative employees (70) or teachers (33) providing administrative work. Besides, these employees are either supervisors (22) or subordinates (81). Their experience in position of responsibility, in the Central Service and generally varies. Their family status, the number of their children, their own professional profile and their supervisor's profile differ too.

6.2 Data collection method

In the following two paragraphs, we present the research instrument, its items, subscales and the way the measurements from the participants' responses have to be interpreted into conclusions about our research questions. Then we present the procedure we followed in order to conduct our survey and get the necessary responses.

6.2.1 The research instrument

The research instrument is a complex questionnaire, which consists of three parts.

The first part of the questionnaire refers to the demographic characteristics and the professional profiles of the participants and to their supervisor's profile.

There are twelve demographic and professional factors examined in this part of the questionnaire:

- Gender of the participant

- Age of the participant
- Family status of the participant
- Number of children of the participant
- Level of Educational studies of the participant
- Category of professional status (administrative employee or teacher) of the participant
- Experience in the Central Service of the participant
- Total experience of the participant
- Position of responsibility of the participant
- Experience in positions of responsibility of the participant
- Gender of the participant's immediate supervisor
- Category of professional status of the participant's immediate supervisor (administrative employee, teacher or other)

The second part of our questionnaire is based on the widely used Multifactor Leadership Questionnaire (M.L.Q) by Avolio & Bass (Avolio & Bass, 2004) in order to measure the leadership characteristics in the service. After applying to Mind Garden for permission, we got the license to use MLQ for the scope of this research.

This part consists of forty-five closed-end questions, in positive form. There are five alternative answers to each question following the ranking of the Likert scale, from 0 for the answer "not at all" up to 4 for the answer "frequently, if not always".

Three leadership styles are measured by 9 scales - leadership factors containing thirty-six questions out of the forty-five questions of MLQ: 5 scales with 20 questions related to transformational leadership, 2 scales with 10 questions related to transactional leadership and 2 scales with 8 questions related to passive/avoidant leadership (Table 16). There are also 3 scales with 9 questions that measure outcomes of leadership concerning extra effort (3 questions), effectiveness (4 questions) and satisfaction (2 questions).

The participants answer about how often they notice their supervisor express behavior related to the three mentioned leadership styles. The measured score for each answer is 0 for "not at all", 1 for "once in a while", 2 for "sometimes", 3 for "fairly often" and 4 for "frequently, if not always". The measured score for each facet is the result of the total score of the answered questions of the facet divided by the number of the concluded questions (4, 3 or 2) in each facet.

Table 16 *The facets of leadership styles of Multifactor Leadership Questionnaire (M.L.Q.)*

Leadership style facets	Description	Questions
<i>Transformational leadership</i>		
II(A): Idealized Influence (Attributes)	The charisma of the leader, seen as being sure and capable, centering on higher-order beliefs and ethics	10, 18, 21, 25
II(B): Idealized Influence (Behaviors)	Charismatic activities centered on values, convictions, and a sense of mission.	6, 14, 23, 34
IM: Inspirational Motivation	The ways pioneers energize their devotees by seeing the future with positive thinking, focusing yearning objectives, anticipating an idealized vision, and communicating to devotees that the vision is achievable.	9, 13, 26, 36
IS: Intellectual Stimulation	Leader activities that offer to followers' sense of rationale and investigation by challenging supporters to think inventively and discover arrangements to troublesome problems.	2, 8, 30, 32
IC: Individual Consideration	Leader behavior that contributes to follower satisfaction by prompting, supporting, and paying consideration to the person needs of followers, and in this way permitting them to create and self-actualize	15, 19, 29, 31
<i>Transactional leadership</i>		
CR: Contingent Reward	Leader behavior centered on clarifying part and assignment necessities and giving supporters with fabric or mental rewards unexpected on the fulfillment of legally binding obligations	1, 11, 16, 35
MBEA: Management by Exception (Active)	The dynamic carefulness of the leader whose objective is to guarantee that guidelines are met	4, 22, 24, 27
<i>Passive /Avoidant Leadership</i>		
MBEP: Management by Exception (Passive)	Leaders as it were mediate after noncompliance has happened or when mistakes have already happened	3, 12, 17, 20

LF:Laissez-Faire Leadership	The nonappearance of an exchange of sorts with regard to leadership in which the leader maintains a strategic distance from making choices, abandons obligation, and does not utilize their authority.	5, 7, 28, 33
Leadership outcomes		
Extra Effort	Followers' Extra Effort	39, 42, 44
Effectiveness	Effectiveness of leader's behavior	37, 40, 43, 45
Satisfaction with the leadership	Followers' Satisfaction (SAT) with their respective leader	38, 41

Source: Avolio & Bass (2004), Antonakis & Avolio (2003)

In order to determine which leadership style is applied more than the others we have to compare the estimated mean value of the corresponding facets for each leadership style taking into account the standard deviation as well.

The third part of our questionnaire is based on the Job satisfaction Survey (JSS) by P. Spector (1994), which is internationally used to assess employees' job satisfaction.

This section consists of thirty-six question closed-end questions. There are six alternative answers to each question following the ranking of the Likert scale, from 1 for the answer "strongly disagree" up to 6 for the answer "strongly agree".

These questions examine job satisfaction in relation to nine work related facets (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication). There are 4 questions for each facet. The total score is calculated by adding the sum of the all answers (Spector, 1985). The table 17 shows the facets of job satisfaction and the numbers of relative questions.

Table 17 Facets of Job Satisfaction Survey (JSS) in relation to their description and the corresponding questions

Facets	Description /satisfaction with...	corresponding questions
Pay	Pay and remuneration	1, <u>10</u> , <u>19</u> ,28
Promotion	Promotion opportunities	<u>2</u> ,11,20,33
Supervisor	Immediate supervisor	3, <u>12</u> , <u>21</u> ,30
Fringe benefits	Monetary and nonmonetary fringe benefits	<u>4</u> ,13,22, <u>29</u>

Contingent rewards	Appreciation, recognition, and rewards for good work	5, <u>14</u> , <u>23</u> , <u>32</u>
Operating conditions	Operating policies and procedures	<u>6</u> ,15, <u>24</u> , <u>31</u>
Coworkers	People you work with	7, <u>16</u> , <u>25</u> , <u>34</u>
Nature of work	Job tasks themselves	<u>8</u> ,17,27,35
Communication	Communication within the organization	9, <u>18</u> , <u>26</u> , <u>36</u>
Total satisfaction		1-36

Source: Job Satisfaction Survey (Spector, 1985, 1997)

As to the assessment of the answers produced by the relative calculations, we notice the following suggestions:

- Each answer produces a separate score and the sum of all facets produces a total score.
- The questions with positive form (numbered by 1,3,5,7,9,11,13,15,17,20,22,25, 27,28,30,33 and 35) are graded from 1 (“strongly disagree”) to 6 (“strongly agree”).
- The questions with negative form (numbered by 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36) produce reverse score. This means that they are graded from 6 (“strongly disagree”) to 1 (“strongly agree”). The questions with negative form are underlined in the previous table.

So, the score of every facet of job satisfaction can vary from 4 to 24 (that is 4 answers with score from 1 to 6, respectively), while the score for the nine facets, representing total job satisfaction can vary from 36 to 216 (that is 36 questions with score from 1 to 6, respectively). The results are interpreted according to the Spector’s absolute approach.

Specifically, the answers that are in agreement with the positively formed questions and in disagreement with the negatively formed questions represent satisfaction, while in the opposite case result in dissatisfaction.

Besides, each answer with a mean score above 4 represents satisfaction, while the each one with mean scores below 3 represents dissatisfaction. The answers with score of 3 or 4 are considered ambivalent.

Moreover, each facet with score between 4 and 12 (that is 4 answers with score 1 or 2, respectively) represents dissatisfaction. Each facet with a score between 12 and 16 (that is 4 answers with score 3 or 4, respectively) is considered ambivalent and each one with score between 16 and 24 (that is 4 answers with score 5 or 6, respectively) represents satisfaction.

Finally, if the total score for job satisfaction is calculated between 36 and 108, then it shows total job dissatisfaction, while if it is calculated between 108 and 144, it is considered ambivalent and when it is calculated between 144 and 216, it represents total job satisfaction (Spector, 1994).

6.2.2 The procedure of collecting research data

After the supervising professor had approved the draft of the questionnaire, a form was created on the platform of Google Forms by the use of all the items of the questionnaire. Then a link was created in order to be shared to the participants so that they could submit their answers.

After we had the approval of the official secretary of the Ministry of Education, we prepared an informational mail with a brief introduction about the scope and content of the research and the anonymity of their responses. This mail was delivered through the net administration service of the ministry to all the professional mails of the employees of the Central Service, inviting them to enter the attached link of Google forms, respond to the questionnaire items according to their preferences and submit the completed form.

The aim was to receive at least 100 completed answers to the questionnaire. After 103 responses had been stored on the platform we retrieved the collected answers and saved them on an excel sheet. The collected data were transferred to a document of SPSS software (version 29) after having been interpreted into numerical forms. Then they were processed and analyzed producing statistical results, applying descriptive statistics, reliability tests, correlation tests and analysis of variance.

6.3 Reliability and validity

Leadership and Multifactor Leadership Questionnaire

The Multifactor Leadership Questionnaire (M.L.Q.), being the second part of the present conducted survey, quantifies the nine different dimensions of the FRLM, using totally 36 questions assessed on a 5-point Likert-type scale. (Avolio & Bass, 2004).

According to Barnett (2017) for the above questionnaire, a Cronbach's alpha value of 0.90 or more is considered excellent, between 0.80-0.89 good, 0.70-0.79 acceptable, 0.60-0.69 questionable, 0.50-0.59 poor, and less than 0.50 unacceptable.

Avolio and Bass (2004) referred reliabilities between $\alpha = 0.63$ and $\alpha = 0.92$ for the facets of the MLQ.

For the present study, the Cronbach's coefficient alpha value is 0.90 totally for the 45 items of MLQ, between 0.89 and 0.91 for each item of MLQ and between 0.74 and 0.89 for each facet of MLQ (figure 2 and table 18).

Figure 2 Reliability of MLQ 45 items: Cronbach's alpha value

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,902	,904	45

Table 18 Reliability of MLQ facets: Cronbach's alpha values

Facets of MLQ	Cronbach's Alpha
II(A): Idealized Influence (Attributes)	0.749
II(B): Idealized Influence (Behaviors)	0.774
IM: Inspirational Motivation	0.756
IS: Intellectual Stimulation	0,755
IC: Individual Consideration	0.764
CR: Contingent Reward	0.762
MBEA: Management by Exception (Active)	0.819
MBEP: Management by Exception (Passive)	0.869

LF:Laissez-Faire Leadership	0.888
EE:Extra Effort	0.744
EFF:Effectiveness	0.756
SAT: Satisfaction with the leadership	0.759

Job Satisfaction and Job Satisfaction Survey (JSS)

Spector's Job Satisfaction Survey (JSS) measures nine work factors, using 4 questions for each factor, on a 6-point Likert type scale, for 36 questions.

The established by Spector (1985, 1997) internal consistency reliabilities (coefficient Cronbach's alpha), for the facets of job satisfaction of Job Satisfaction Survey (JSS) are presented on Table 19.

Table 19 Internal consistency reliabilities (coefficient Cronbach's alpha), based on a sample of 2,870

Scale	Alpha	Description
Pay	.75	Pay and remuneration
Promotion	.73	Promotion opportunities
Supervision	.82	Immediate supervisor
Fringe Benefits	.73	Monetary and nonmonetary fringe benefits
Contingent Rewards	.76	Appreciation, recognition, and rewards for good work
Operating Procedures	.62	Operating policies and procedures
Coworkers	.60	People you work with
Nature of Work	.78	Job tasks themselves
Communication	.71	Communication within the organization
Total	.91	Total of all facets

Source: <https://paulspector.com/assessments/pauls-no-cost-assessments/job-satisfaction-survey-jss/>

According to Barnett (2017), the JSS has met all reliability and validity criteria, and produced Cronbach alpha values of $\alpha = 0.60$ to $\alpha = 0.80$ across the scales, and an overall Cronbach alpha of $\alpha = 0.91$ for previous researchers.

For this study, the Cronbach's coefficient alpha value is 0.92 for the JSS total 36 items, 0.92 for each item and between 0.73 and 0.85 for each facet of JSS (figure3 and table 20).

Figure 3 Reliability of JSS. Cronbach's alpha value.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,924	,924	36

Table 20 Reliability of JSS facets: Cronbach's alpha values

JSS facets	Cronbach's Alpha
pay	0,743
Promotion	0,744
Supervision	0,750
Fringe benefits	0,753
Contigent rewards	0,728
Operating conditions	0,742
Coworkers	0,750
Nature_of_work	0,740
Communication	0,728
Total_satisfaction	0,848

7. Data analysis

The collected data after having been interpreted into numerical forms were transferred to a document of SPSS software (version 29), they were processed and analyzed statistically. Descriptive statistics, correlation tests and analysis of variance were applied. The statistical results are presented in order to assess the profile of the members of the sample and its characteristics, the measures of leadership facets and its outputs, the measures of total job satisfaction and its facets, the intrinsic correlations between demographic factors, leadership behavior facets and job satisfaction facets and between one another.

7.1 Research identity and demographics

The number of the participants in the research that was conducted was 103 employees of the Central Service.

1. Gender: The number of men in the sample was 23 and the number of women was 80.
2. Age: The age was 41-50 years for 47 participants, 51-60 years for 42 participants, 11 participants were over 60 years old and 3 participants were between 31 and 40 years old.
3. Family status: 61 of the participants are married, 29 of them are single, 12 of them are divorced and 1 participant is widow.
4. Number of children: 43 of the participants have two children, 38 have no children, 18 have 1 child and 4 participants have at least 3 children.
5. Level of educational studies: 56 participants have a Master, 31 participants have a University degree, 8 participants have a PhD degree, 4 Technological Institution degree and 4 participants have a lyceum degree.
6. Category of professional status: 70 of the participants are administrative employees and 33 are teachers.
7. Position of responsibility: 22 of the participants have a position of responsibility and 81 not.
8. Experience in position of responsibility: 72 from the above employees have no supervising experience, while 5 have experience between 1 and 2 years, 4 have 3-5 years, 12 have 6-10 years, 9 have 11-15 years and 1 has more than 15 years of experience in position of responsibility.

9. Experience in the Central Service: 9 of them have experience up to 2 years, 18 of them have 3-5 years, 21 of them have 6-10 years, 42 of them have 11-20 years and 13 of them have more than 20 years of experience.
10. Total experience: 1 of them has 3-5 years of experience, 2 of them have 6-10 years, 47 of them have 11-20 years and 53 of them have more than 20 years of experience.
11. Immediate supervisor's gender: 34 of the participants have a male supervisor and 69 have a female supervisor
12. Immediate supervisor's professional identity: for 91 of the participants their supervisor is an administrative employee and for 10 participants their supervisor is a teacher and for 2 of them is none of the above.

After retrieving the questionnaire responses, we received the elements related to the participants' profiles that are presented on Table 21.

Table 21 Participants' answers to demographic items (frequency, percent %)

DEMOGRAPHIC VARIABLES	ANSWERS						TOTAL
1. Gender	Male	Female					
Frequency N	23	80					103
Percent %	22,3%	77,7%					100,0%
2. Age	Up to 30	31 - 40 years	41 - 50 years	51 - 60 years	over 60 years		
Frequency N	0	3	47	42	11		103
Percent %	0,0%	2,9%	45,6%	40,8%	10,7%		100,0%
3. Family status	Single	Married	Divorced	Widowed			
Frequency N	29	61	12	1			103
Percent %	28,2%	59,2%	11,7%	1,0%			100,0%
4. Number of children	0	1	2	3 at least			3
Frequency N	38	18	43	4			103
Percent %	36,9%	17,5%	41,7%	3,9%			100,0%
5. Educational studies level	PhD	Master	University degree	Technical Institution degree	Lyceum degree		
Frequency N	7	56	32	4	4		103
Percent %	6,8%	54,4%	31,1%	3,9%	3,9%		100,0%
6. Professional identity	Administrative employee	Teacher					
Frequency N	70	33					103

Percent %	68,0%	32,0%					100,0%
7. Position of responsibility	Supervisor	Subordinate					0
Frequency N	22	81					103
Percent %	21,4%	78,6%					100,0%
8. Supervising experience (years)	0	1-2	3-5	6-10	11-15	>15	
Frequency N	72	5	4	12	9	1	103
Percent %	69,9%	4,9%	3,9%	11,7%	8,7%	1,0%	100,0%
9. Experience in Central Service (years)	<= 2	3-5	6-10	11-20	>20		
Frequency N	9	18	21	42	13		103
Percent %	8,7%	17,5%	20,4%	40,8%	12,6%		100,0%
10. Total experience (years)	<= 2	3-5	6-10	11-20	> 20		
Frequency N	0	1	2	47	53		103
Percent %	0,0%	1,0%	1,9%	45,6%	51,5%		100,0%
11. Immediate supervisor's gender	Male	Female					
Frequency N	34	69					103
Percent %	33,0%	67,0%					100,0%
12. Immediate supervisor's professional identity	Administrative employee	Teacher	Other (Minister ...)				
Frequency N	91	10	2				103
Percent %	88,3%	9,7%	1,9%				100,0%

If we closely examine the characteristics of the sample in comparison with each other, we retrieve the following interesting results:

As to the educational studies level for the administrative employees and teachers, we get the results presented on figures 4 and 5. We notice that the majority of both administrative employees and teachers have a Master's degree (54% and 55%, respectively), a significant percentage of them have a university degree (29% and 36%, respectively) and a smaller percentage have a PhD degree (7% and 6%, respectively).

Figure 4 Educational studies concerning professional status (1)

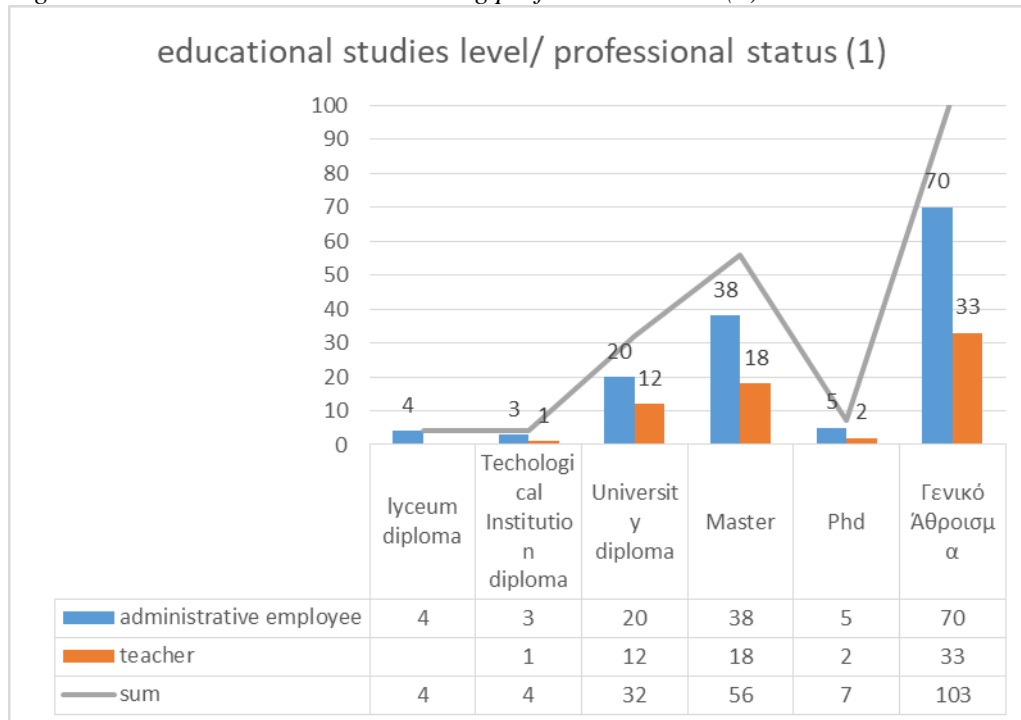
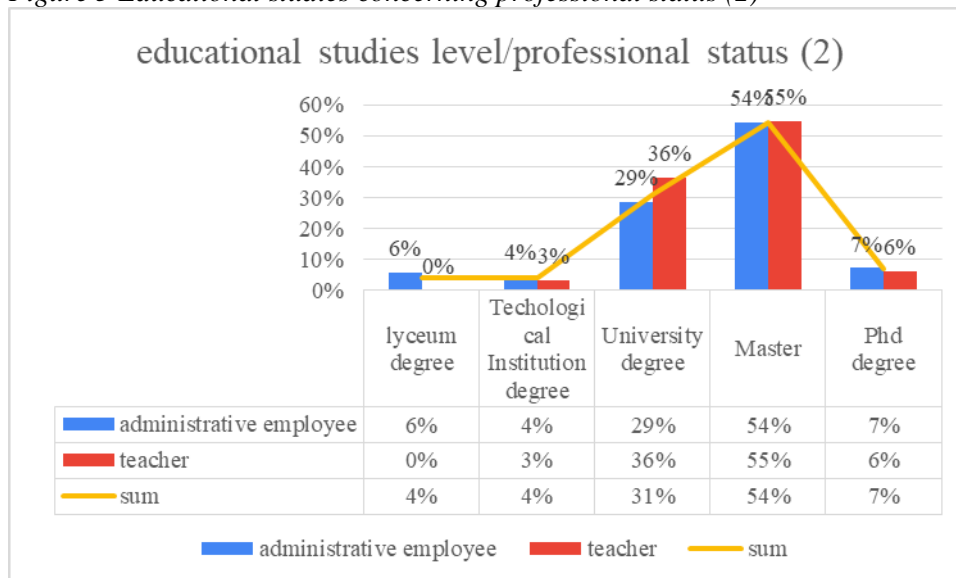


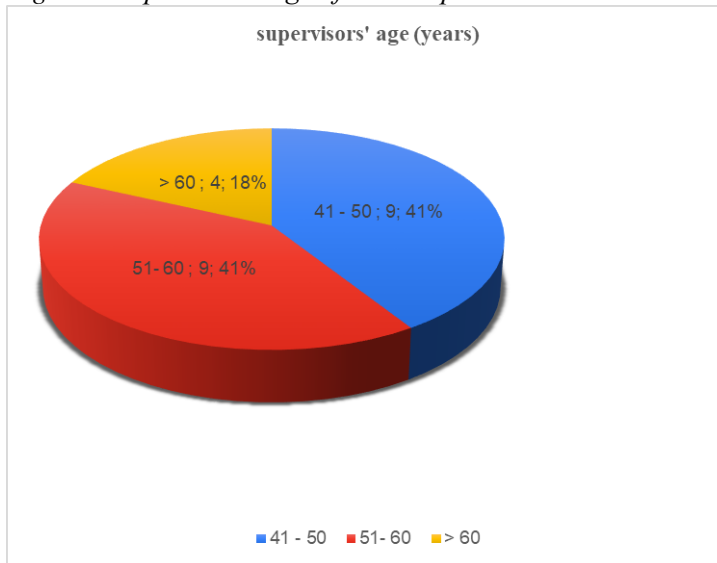
Figure 5 Educational studies concerning professional status (2)



As to the supervisors' characteristics, we notice that:

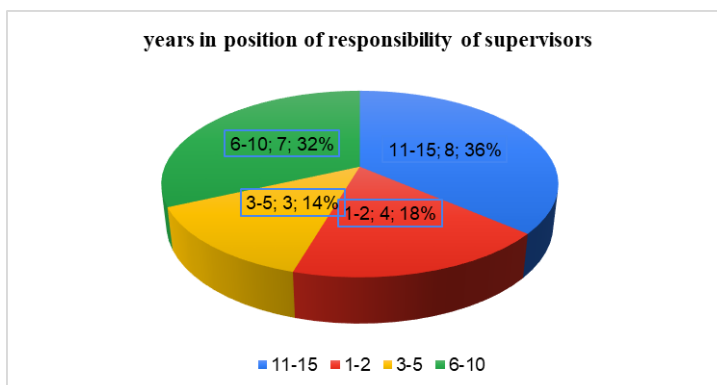
- a) The supervisors belong mostly and equally to two age categories: the 41% of the supervisors are between 41 and 50 years old, 41% are between 51 and 60 years old, while the 18% of them are over 60 years old. So the vast majority of them (69%) are over 50 years old (figure 6).

Figure 6 Supervisors' age of the sample



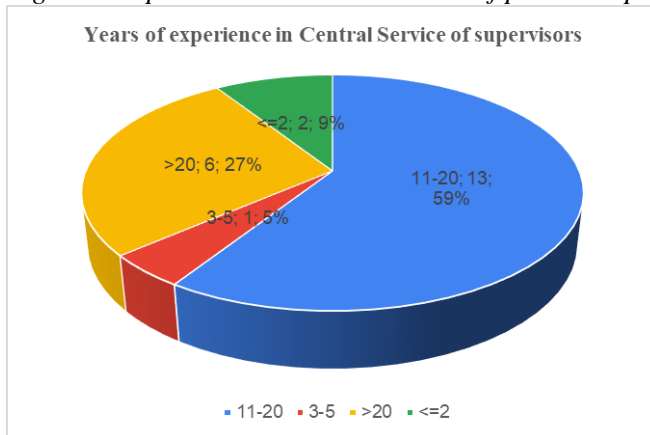
- b) The experience in positions of responsibility for 36% of present supervisors is between 11 and 15 years, for 32% of them between 6 and 10 years while for of 18% them between 1 and 2 years and for 14% between 3 and 5 years (figure 7).

Figure 7 Experience in position of responsibility for present supervisors



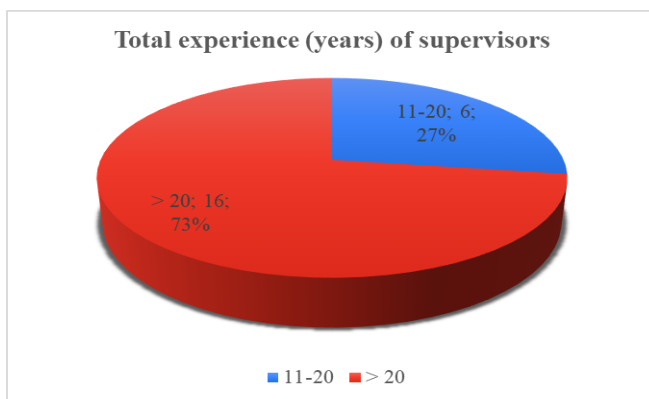
- c) The experience in Central Service of the Ministry for 59% of present supervisors is between 11 and 20 years, for 27% of them over 20 years while for 9% of them less than 2 years and for 5% between 3 and 5 years (figure 8).

Figure 8 Experience in Central Service of present supervisors



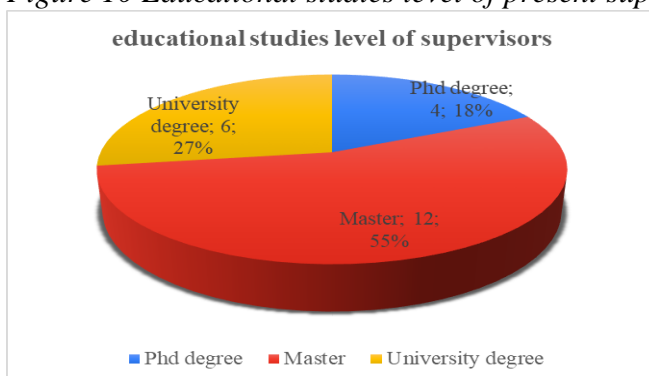
d) The total experience for 73% of present supervisors is over 20 years and for 27% of them between 11 and 20 years (figure 9).

Figure 9 Total experience of present supervisors



e) As to the educational studies level, the 55% of present supervisors have a Master's degree, the 27% of them have a university degree and the 18% have a PhD degree (figure 10)

Figure 10 Educational studies level of present supervisors



7.2 Statistical results

The statistical results which refer to the measurements resulting from the items of the questionnaire MQL for leadership, its facets and its outputs, as well as the items of the questionnaire JSS for job satisfaction and its facets are presented in the following paragraphs.

7.2.1 Statistical results for Leadership

The frequency and the percentage of participants' answers to the questions of the second part of the questionnaire including the items of Multifactor Leadership Questionnaire are presented on Table 22:

Table 22 The participants' answers to the Multifactor Leadership Questionnaire items (frequency, percent %)

ITEMS	ANSWERS						
	Frequency/ percent	Not at all	Once in a while	Sometim es	Fairly often	Frequen tly, if not always	Total
My immediate supervisor...							
1.Provides me with assistance in exchange for my efforts	N	3	10	16	28	46	103
	%	2.9%	9.7%	15.5%	27.2%	44.7%	100.0%
2.Re-examines critical assumptions to question whether they are appropriate	N	3	15	33	27	25	103
	%	2.9%	14.6%	32.0%	26.2%	24.3%	100.0%
3.Fails to interfere until problems become serious	N	7	28	29	26	13	103
	%	6.8%	27.2%	28.2%	25.2%	12.6%	100.0%
4.Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	N	14	20	27	25	17	103
	%	13.6%	19.4%	26.2%	24.3%	16.5%	100,0%
5.Avoids getting involved when important issues arise	N	47	27	16	10	3	103
	%	45,6%	26,2%	15,5%	9,7%	2,9%	100,0%
	N	19	24	30	22	8	103

6.Talks about their most important values and beliefs	%	18,4%	23,3%	29,1%	21,4%	7,8%	100,0 %
7.Is absent when needed	N	63	20	14	5	1	103
	%	61,2%	19,4%	13,6%	4,9%	1,0%	100,0 %
8.Seeks differing perspectives when solving problems	N	5	14	27	35	22	103
	%	4,9%	13,6%	26,2%	34,0%	21,4%	100,0 %
9.Talks optimistically about the future	N	4	11	30	33	25	103
	%	3,9%	10,7%	29,1%	32,0%	24,3%	100,0 %
10.Instills pride in me for being associated with him/her	N	6	9	17	28	43	103
	%	5,8%	8,7%	16,5%	27,2%	41,7%	100,0 %
11.Discusses in specific terms who is responsible for achieving performance targets	N	5	16	22	32	28	103
	%	4,9%	15,5%	21,4%	31,1%	27,2%	100,0 %
12.Waits for things to go wrong before taking action	N	31	30	23	13	6	103
	%	30,1%	29,1%	22,3%	12,6%	5,8%	100,0 %
13.Talks enthusiastically about what needs to be accomplished.	N	6	19	31	29	18	103
	%	5,8%	18,4%	30,1%	28,2%	17,5%	100,0 %
14.Specifies the importance of having a strong sense of purpose	N	2	11	21	32	37	103
	%	1,9%	10,7%	20,4%	31,1%	35,9%	100,0 %
15.Spends time teaching and coaching	N	8	16	29	26	24	103
	%	7,8%	15,5%	28,2%	25,2%	23,3%	100,0 %
16.Makes clear what one can expect to receive when performance goals are achieved	N	2	20	28	30	23	103
	%	1,9%	19,4%	27,2%	29,1%	22,3%	100,0 %
17. Shows that he/she is a firm believer in "If it isn't broke, don't fix it.	N	20	26	28	18	11	103
	%	19,4%	25,2%	27,2%	17,5%	10,7%	100,0 %
18.Goes beyond self-interest for the good of the group	N	6	8	14	33	42	103
	%	5,8%	7,8%	13,6%	32,0%	40,8%	100,0 %
	N	6	14	25	33	25	103

19.Treats me as an individual rather than just as a member of a group	%	5,8%	13,6%	24,3%	32,0%	24,3%	100,0 %
20.Demonstrates that problems must become chronic before taking action	N	48	25	20	10	0	103
	%	46,6%	24,3%	19,4%	9,7%	0,0%	100,0 %
21.Acts in ways that builds my respect	N	4	7	16	27	49	103
	%	3,9%	6,8%	15,5%	26,2%	47,6%	100,0 %
22.Concentrates his/her full attention on dealing with mistakes, complaints, and failures	N	23	28	28	19	5	103
	%	22,3%	27,2%	27,2%	18,4%	4,9%	100,0 %
23.Considers the moral and ethical consequences of decisions	N	2	10	23	36	32	103
	%	1,9%	9,7%	22,3%	35,0%	31,1%	100,0 %
24.Keeps track of all mistakes	N	4	13	25	32	29	103
	%	3,9%	12,6%	24,3%	31,1%	28,2%	100,0 %
25.Displays a sense of power and confidence	N	0	6	22	32	43	103
	%	0,0%	5,8%	21,4%	31,1%	41,7%	100,0 %
26.Articulates a compelling vision of the future	N	14	23	29	20	17	103
	%	13,6%	22,3%	28,2%	19,4%	16,5%	100,0 %
27.Directs my attention toward failures to meet standards	N	8	21	45	14	15	103
	%	7,8%	20,4%	43,7%	13,6%	14,6%	100,0 %
28.Avoids making decisions	N	52	27	12	9	3	103
	%	50,5%	26,2%	11,7%	8,7%	2,9%	100,0 %
29.Considers me as having different needs, abilities, and aspirations from other	N	20	18	23	22	20	103
	%	19,4%	17,5%	22,3%	21,4%	19,4%	100,0 %
30.Gets me to look at problems from many different angles	N	6	18	29	30	20	103
	%	5,8%	17,5%	28,2%	29,1%	19,4%	100,0 %
31.Helps me to develop my strengths	N	5	17	21	31	29	103
	%	4,9%	16,5%	20,4%	30,1%	28,2%	100,0 %
32.Suggests new ways of looking at how to complete assignments	N	5	11	38	25	24	103
	%	4,9%	10,7%	36,9%	24,3%	23,3%	100,0 %
33.Delays responding to urgent questions	N	44	29	20	7	3	103
	%	42,7%	28,2%	19,4%	6,8%	2,9%	100,0 %
	N	4	15	21	31	32	103

34.Emphasizes the importance of having a collective sense of mission	%	3,9%	14,6%	20,4%	30,1%	31,1%	100,0%
35.Expresses satisfaction when I meet expectations	N	1	7	21	36	38	103
	%	1,0%	6,8%	20,4%	35,0%	36,9%	100,0%
36.Expresses confidence that goals will be achieved	N	1	4	20	35	43	103
	%	1,0%	3,9%	19,4%	34,0%	41,7%	100,0%
37. Is effective in meeting my job-related needs.	N	6	3	19	30	45	103
	%	5,8%	2,9%	18,4%	29,1%	43,7%	100,0%
38.Uses methods of leadership that are satisfying	N	5	11	26	27	34	103
	%	4,9%	10,7%	25,2%	26,2%	33,0%	100,0%
39.Gets me to do more than I expected to do	N	6	15	26	35	21	103
	%	5,8%	14,6%	25,2%	34,0%	20,4%	100,0%
40.Is effective in representing me to higher authority	N	5	7	16	27	48	103
	%	4,9%	6,8%	15,5%	26,2%	46,6%	100,0%
41.Works with me in a satisfactory way	N	1	0	10	25	67	103
	%	1,0%	0,0%	9,7%	24,3%	65,0%	100,0%
42.Heightens my desire to succeed	N	7	12	17	29	38	103
	%	6,8%	11,7%	16,5%	28,2%	36,9%	100,0%
43.Is effective in meeting organizational requirements	N	0	3	11	25	64	103
	%	0,0%	2,9%	10,7%	24,3%	62,1%	100,0%
44.Increases my willingness to try harder	N	8	8	23	25	39	103
	%	7,8%	7,8%	22,3%	24,3%	37,9%	100,0%
45.Leads a group that is effective	N	2	2	18	37	44	103
	%	1,9%	1,9%	17,5%	35,9%	42,7%	100,0%

The score (mean value) results concerning the nine facets of the MLQ and the outcomes are included on Table 23.

We notice that the highest scores gather Effectiveness ($3,17\pm 0,88$), Satisfaction ($3,12\pm 0,89$) and Idealized Influence /Attributes ($3,00\pm 0,98$). On the contrary, the lowest scores gather Laissez-Faire Leadership ($0,87\pm 0,90$), Management by Exception/Passive ($1,53\pm 0,84$) and Management by Exception/Active ($2,10\pm 0,82$).

Table 23 Descriptive statistics: Calculated Value (score) of MLQ facets and outcomes

Descriptive statistics -LEADERSHIP (MLQ)				
FACETS	Mean	Std. Deviation	Minimum	Maximum
II(A): Idealized Influence (Attributes)	3,00	0,98	0,75	4,00
II(B): Idealized Influence (Behaviors)	2,55	0,71	0,50	4,00
IM: Inspirational Motivation	2,52	0,93	0,00	4,00
IS: Intellectual Stimulation	2,49	0,93	0,00	4,00
IC: Individual Consideration	2,40	0,95	0,50	4,00
CR: Contingent Reward	2,78	0,83	0,75	4,00
MBEA: Management by Exception (Active)	2,10	0,82	0,00	3,75
MBEP: Management by Exception (Passive)	1,53	0,84	0,00	3,50
LF:Laissez-Faire Leadership	0,87	0,90	0,00	3,50
EE: Extra Effort	2,67	1,13	0,00	4,00
EFF:Effectiveness	3,17	0,88	0,50	4,00
SAT: Satisfaction with the leadership	3,12	0,89	0,50	4,00

According to descriptive statistics the score (mean value) for transformational leadership style is $2,59 \pm 0,78$, for transactional leadership style is $2,44 \pm 0,60$ and for passive/avoidant leadership style is $1,20 \pm 0,60$. So, the highest score is for transformational leadership style (Table 24).

The value of transformational leadership style is comparable with the value measured by other researchers. A survey conducted in New Zealand public sector (Parry & Thomson, 2003) found a mean value of $2,66 \pm 0,70$ for transformational leadership style.

Table 24 Descriptive statistics: Calculated Value (score) of MLQ leadership styles

LEADERSHIP STYLES	Mean	Std. Deviation	Minimum	Maximum
TRANSFORMATIONAL LEADERSHIP	2,59	0,78	0,50	3,85
TRANSACTIONAL LEADERSHIP	2,44	0,60	1,00	3,88
PASSIVE LEADERSHIP	1,20	0,80	0,00	3,50

7.2.2 Statistical results for Job Satisfaction

The participants' responses to the items of Job Satisfaction Survey (JSS) are presented on Table 25.

Table 25 The participants' answers to the items of Job Satisfaction Survey JSS (frequency, percent %)

	Frequen cy / percent	Strong ly disagr ee	Disagree moderat ely	Disgr ee slight ly	Agree slight ly	Agree moderat ely	Strong ly agree	Total
1.I feel I am being paid a fair amount for the work I do	N	22	20	13	23	20	5	103
	%	21,4%	19,4%	12,6 %	22,3 %	19,4%	4,9%	100,0 %
2.There is really too little chance for promotion on my job	N	5	7	5	16	42	28	103
	%	4,9%	6,8%	4,9%	15,5 %	40,8%	27,2%	100,0 %
3.My supervisor is quite competent in doing his/her job	N	0	6	4	12	27	54	103
	%	0,0%	5,8%	3,9%	11,7 %	26,2%	52,4%	100,0 %
4.I am not satisfied with the benefits I receive	N	5	4	10	15	22	47	103
	%	4,9%	3,9%	9,7%	14,6 %	21,4%	45,6%	100,0 %
5. When I do a good job, I receive the recognition for it that I should receive.	N	11	12	10	21	36	13	103
	%	10,7%	11,7%	9,7%	20,4 %	35,0%	12,6%	100,0 %
6. Many of our rules and procedures make doing a good job difficult.	N	12	13	14	23	31	10	103
	%	11,7%	12,6%	13,6 %	22,3 %	30,1%	9,7%	100,0 %
7.I like the people I work with	N	0	2	3	11	40	47	103
	%	0,0%	1,9%	2,9%	10,7 %	38,8%	45,6%	100,0 %

8. I sometimes feel my job is meaningless	N	14	9	9	31	25	15	103
	%	13,6%	8,7%	8,7%	30,1%	24,3%	14,6%	100,0%
9. Communications seem good within this organization	N	3	10	7	18	46	19	103
	%	2,9%	9,7%	6,8%	17,5%	44,7%	18,4%	100,0%
10. Raises are too few and far between	N	0	2	2	8	21	70	103
	%	0,0%	1,9%	1,9%	7,8%	20,4%	68,0%	100,0%
11. Those who do well on the job stand a fair chance of being promoted.	N	31	29	8	24	8	3	103
	%	30,1%	28,2%	7,8%	23,3%	7,8%	2,9%	100,0%
12. My supervisor is unfair to me	N	64	18	7	11	2	1	103
	%	62,1%	17,5%	6,8%	10,7%	1,9%	1,0%	100,0%
13. The benefits we receive are as good as most other organizations offer.	N	62	18	12	7	2	2	103
	%	60,2%	17,5%	11,7%	6,8%	1,9%	1,9%	100,0%
14. I do not feel that the work I do is appreciated.	N	22	20	20	18	13	10	103
	%	21,4%	19,4%	19,4%	17,5%	12,6%	9,7%	100,0%
15. My efforts to do a good job are seldom blocked by red tape.	N	10	22	19	22	19	11	103
	%	9,7%	21,4%	18,4%	21,4%	18,4%	10,7%	100,0%
16. I find I have to work harder at my job because of the incompetence of people I work with.	N	25	19	12	26	13	8	103
	%	24,3%	18,4%	11,7%	25,2%	12,6%	7,8%	100,0%
17. I like doing the things I do at work.	N	4	11	7	25	40	16	103
	%	3,9%	10,7%	6,8%	24,3%	38,8%	15,5%	100,0%
18. The goals of this	N	18	28	15	13	22	7	103

organization are not clear to me.	%	17,5%	27,2%	14,6 %	12,6 %	21,4%	6,8%	100,0 %
19.I feel unappreciated by the organization when I think about what they pay me	N	5	2	13	28	20	35	103
	%	4,9%	1,9%	12,6 %	27,2 %	19,4%	34,0%	100,0 %
20.The employees here are promoted as fast as in other organizations	N	30	29	22	12	8	2	103
	%	29,1%	28,2%	21,4 %	11,7 %	7,8%	1,9%	100,0 %
21.My supervisor shows little interest in the feelings of subordinates	N	41	22	8	12	14	6	103
	%	39,8%	21,4%	7,8%	11,7 %	13,6%	5,8%	100,0 %
22.The benefit package we have is equitable	N	55	21	11	9	5	2	103
	%	53,4%	20,4%	10,7 %	8,7%	4,9%	1,9%	100,0 %
23,There are few rewards for those who work here	N	2	4	5	16	36	40	103
	%	1,9%	3,9%	4,9%	15,5 %	35,0%	38,8%	100,0 %
24.I have too much to do at work	N	11	23	18	27	13	11	103
	%	10,7%	22,3%	17,5 %	26,2 %	12,6%	10,7%	100,0 %
25.I enjoy my coworkers	N	1	2	4	17	40	39	103
	%	1,0%	1,9%	3,9%	16,5 %	38,8%	37,9%	100,0 %
26.I often feel that I don't know what is going on with the organization	N	12	20	6	33	20	12	103
	%	11,7%	19,4%	5,8%	32,0 %	19,4%	11,7%	100,0 %
27.I feel a sense of pride in doing my job	N	2	9	6	42	26	18	103
	%	1,9%	8,7%	5,8%	40,8 %	25,2%	17,5%	100,0 %
28. I feel satisfied with my chances for salary increases	N	54	29	13	5	1	1	103
	%	52,4%	28,2%	12,6 %	4,9%	1,0%	1,0%	100,0 %

29. There are benefits we do not have which we should have	N	5	5	3	15	35	40	103
	%	4,9%	4,9%	2,9%	14,6%	34,0%	38,8%	100,0%
30. I like my supervisor	N	0	1	4	9	32	57	103
	%	0,0%	1,0%	3,9%	8,7%	31,1%	55,3%	100,0%
31. I have too much paperwork	N	7	11	14	23	33	15	103
	%	6,8%	10,7%	13,6%	22,3%	32,0%	14,6%	100,0%
32. I don't feel my efforts are rewarded the way they should be	N	3	8	15	27	24	26	103
	%	2,9%	7,8%	14,6%	26,2%	23,3%	25,2%	100,0%
33. I am satisfied with my chances for promotion	N	31	24	23	13	8	4	103
	%	30,1%	23,3%	22,3%	12,6%	7,8%	3,9%	100,0%
34. There is too much bickering and fighting at work	N	30	32	11	16	11	3	103
	%	29,1%	31,1%	10,7%	15,5%	10,7%	2,9%	100,0%
35. My work is enjoyable	N	3	9	13	25	37	16	103
	%	2,9%	8,7%	12,6%	24,3%	35,9%	15,5%	100,0%
36. Work assignments are not fully explained	N	23	19	13	25	16	7	103
	%	22,3%	18,4%	12,6%	24,3%	15,5%	6,8%	100,0%

The scores (mean values) of the Job Satisfaction Survey facets are presented on Table 26. We notice that the highest scores (mean values) gather the facets of Supervision ($20,20 \pm 4,16$), Coworkers ($18,64 \pm 4,04$) and Nature of work ($16,03 \pm 4,63$). On the contrary, the lowest scores gather the facets of Fringe benefits ($8,11 \pm 3,91$), Pay ($8,83 \pm 3,98$) and Promotion ($10,00 \pm 4,25$). The mean value of total satisfaction is $123,23 \pm 25,84$.

Table 26 Descriptive statistics: Calculated Value (score) of JSS facets

Descriptive statistics – Job Satisfaction Survey (JSS)				
JOB SATISFACTION FACETS	Mean	Std. Deviation	Minimum	Maximum
Pay	8,83	3,98	4,00	23,00
Promotion	10,00	4,25	4,00	24,00
Supervision	20,20	4,16	8,00	24,00
Fringe_benefits	8,11	3,91	4,00	24,00
Contigent_rewards	12,56	4,40	4,00	24,00
Operating_conditions	13,28	4,16	5,00	24,00
Coworkers	18,64	4,04	6,00	24,00
Nature_of_work	16,03	4,63	6,00	24,00
Communication	15,57	4,85	5,00	24,00
Total_satisfaction	123,23	25,84	63,00	215,00

7.3 Correlations

In the following paragraphs we present the results from the correlation tests performed to investigate the relationship between demographic variables and the facets of job satisfaction of (JSS) and Satisfaction from leadership (SAT) of (MLQ). Besides, intrinsic correlation tests were performed to investigate the relationship between the facets of the leadership and job satisfaction for each measure separately.

Also, we present the results of test for correlation between leadership and job satisfaction facets.

We consider that measured correlation $r < 0,20$ is zero, $0,21 < r < 0,40$ is small, $0,41 < r < 0,60$ is moderate, $0,61 < r < 0,80$ is strong and $r > 0,81$ is very strong.

7.3.1 Correlation between demographic variables and JSS facets and Satisfaction from leadership (MLQ)

We examined the correlation between the variables of demographic data and Job Satisfaction facets and Satisfaction from leadership, which is one of the outcomes of Multifactor Leadership Questionnaire, applying analysis of variance (ANOVA) and we made the following observations.

Gender

No significant statistical differences between genders were observed in the analysis of variance concerning the facets of Job Satisfaction Survey (JSS) and satisfaction with leadership of Multifactor Leadership Questionnaire (MLQ).

Age

A significant statistical difference between genders was observed concerning satisfaction with leadership of Multifactor Leadership Questionnaire (MLQ) with $F=3,610$ and $P=0,015$ ($P < 0,05$). The difference appears between the groups of age 41-50 with mean value for satisfaction with leadership 2.92 ± 0.97 while for group age over 60 mean value is $3,77 \pm 0,47$ (table 27).

Table 27 ANOVA - AGE

VARIABLE		Sum of Squares	df	Mean Square	F	Sig.
SAT	Between Groups	7,990	3	2,663	3,650	0,015
	Within Groups	72,243	99	0,730		
	Total	80,233	102			

Family status

No significant statistical differences between participants with different family status were observed concerning the facets of Job Satisfaction Survey (JSS) and satisfaction with leadership of Multifactor Leadership Questionnaire (MLQ).

Number of children

No significant statistical differences between participants with different number of children were observed concerning the facets of Job Satisfaction Survey (JSS) and satisfaction with leadership of Multifactor Leadership Questionnaire (MLQ).

Level of Educational studies

A significant statistical difference between participants with educational studies of different level was observed in the analysis of variance (table 28) concerning Promotion ($F=3,059$ and $P=0,020$), operating conditions ($F=2,506$ and $P=0,047$) and total satisfaction ($F=2,482$ and $P=0,049$) of Job Satisfaction Survey (JSS). The difference in satisfaction from the promotion chances appears between the participants with master's degree (mean value: $9,14 \pm 4,21$) and university degree (mean value: $12,13 \pm 0,048$).

ANOVA- Level of educational studies						
		Sum of Squares	df	Mean Square	F	Sig.
Promotion	Between Groups	204,659	4	51,165	3,059	0,020
	Within Groups	1639,341	98	16,728		
	Total	1844,000	102			
Operating_ conditions	Between Groups	163,979	4	40,995	2,506	0,047
	Within Groups	1602,856	98	16,356		
	Total	1766,835	102			
Total_satisfaction	Between Groups	6263,841	4	1565,960	2,482	0,049
	Within Groups	61828,567	98	630,904		
	Total	68092,408	102			

Table 28 ANOVA - Level of educational studies

Professional identity

No significant statistical differences between participants with different professional identity (administrative employees or teachers) were observed concerning the facets of Job Satisfaction Survey (JSS) and satisfaction with leadership of Multifactor Leadership Questionnaire (MLQ).

Position of responsibility

A significant statistical difference between supervisors and subordinates was observed (Table 29) concerning Pay (F=5,388 and P=0,022) of Job Satisfaction Survey (JSS). The mean value for supervisors is $10,55 \pm 4,56$ while for subordinates is $8,37 \pm 3,70$.

Table 29 ANOVA- Position of responsibility

ANOVA- Position of responsibility						
		Sum of Squares	df	Mean Square	F	Sig.
Pay	Between Groups	81,851	1	81,851	5,388	0,022
	Within Groups	1534,343	101	15,192		
	Total	1616,194	102			

Supervising experience

No significant statistical differences between participants with different supervising experience were observed concerning the facets of Job Satisfaction Survey (JSS) and satisfaction with leadership of Multifactor Leadership Questionnaire (MLQ).

Experience in Central Service

No significant statistical differences between participants with different working experience in Central Service were observed concerning the facets of Job Satisfaction Survey (JSS) and satisfaction with leadership of Multifactor Leadership Questionnaire (MLQ).

Total experience

A significant statistical difference between participants with different total working experience was observed in the analysis of variance (table 30) concerning satisfaction with leadership (F= 4,081 and P=0,009) of Multifactor Leadership Questionnaire (MLQ).

For people with total experience more than 20 years the mean value ($3,39 \pm 0,76$) is greater than the others.

Table 30 ANOVA- Total experience

ANOVA - Total experience						
		Sum of Squares	df	Mean Square	F	Sig.
SAT	Between Groups	8,830	3	2,943	4,081	0,009
	Within Groups	71,403	99	0,721		
	Total	80,233	102			

Supervisor's gender

A significant statistical difference between participants with different gender of their supervisor was observed in the analysis of variance (table 31) concerning Pay (F= 12,919 and P=0,001) and fringe benefits (F=4,607 and P=0,034) of Job Satisfaction Survey (JSS).

Table 31 ANOVA - Supervisor's gender

ANOVA - Supervisor's gender						
		Sum of Squares	df	Mean Square	F	Sig.
Pay	Between Groups	183,287	1	183,287	12,919	0,001
	Within Groups	1432,908	101	14,187		
	Total	1616,194	102			
Fringe_benefits	Between Groups	68,048	1	68,048	4,607	0,034
	Within Groups	1491,777	101	14,770		
	Total	1559,825	102			

Supervisor's professional identity

A significant statistical difference between participants with different professional identity of their supervisor was observed in the analysis of variance (table 32) concerning Promotion (F= 3,841 and P=0,025) and Communication (F=3,183 and P=0,046) of Job Satisfaction Survey (JSS).

Table 32 ANOVA - Supervisor's professional identity

ANOVA - Supervisor's professional identity						
		Sum of Squares	df	Mean Square	F	Sig.
Promotion	Between Groups	131,562	2	65,781	3,841	0,025
	Within Groups	1712,438	100	17,124		
	Total	1844,000	102			
Communication	Between Groups	143,732	2	71,866	3,183	0,046
	Within Groups	2257,471	100	22,575		
	Total	2401,204	102			

7.3.2 Intrinsic Correlation between Leadership facets and outputs

As to the facets of leadership we mention the following results concerning correlation test:

Idealized Influence (Attributes) appears to have a strong positive correlation with Idealized Influence (Behaviors) ($r=0,717$) Inspirational Motivation ($r=0,752$), Intellectual Stimulation ($r=0,757$), Individual Consideration ($r=0,684$) and Contingent Reward ($r=0,745$). It appears to have an insignificant correlation with Management by Exception (Active) ($r=0,082$, $P=0,411$), a strong negative correlation with Management by Exception (Passive) with $r= -0,620$ and a very strong negative correlation with Laissez-Faire Leadership ($r=-0,853$).

Idealized Influence (Behaviors) appears to have also a strong positive correlation with Inspirational Motivation ($r=0,755$), Intellectual Stimulation ($r=0,619$), a moderate positive correlation with Individual Consideration ($r=0,472$) and Contingent Reward ($r=0,567$). It appears to have an insignificant correlation with Management by Exception (Active) ($r=0,141$, $P=0,141$), a moderate negative correlation with Management by Exception (Passive) with $r= -0,499$ and a strong negative correlation with Laissez-Faire Leadership ($r=-0,714$).

Inspirational Motivation appears to have a strong positive correlation with Intellectual Stimulation ($r=0,721$), Individual Consideration ($r=0,662$) and Contingent Reward ($r=0,731$). It appears to have an insignificant correlation with Management by Exception (Active) ($r=0,091$, $P=0,360$), a moderate negative correlation with Management by Exception (Passive) with $r= -0,516$ and a strong negative correlation with Laissez-Faire Leadership ($r=-0,697$).

Intellectual Stimulation appears to have a strong positive correlation with Individual Consideration ($r=0,748$) and Contingent Reward ($r=0,757$). It appears to have an insignificant correlation with Management by Exception (Active) ($r=0,192$, $P=0,051$), a moderate negative correlation with Management by Exception (Passive) with $r= -0,530$ and a strong negative correlation with Laissez-Faire Leadership ($r=-0,709$).

Individual Consideration also appears to have a strong positive correlation with Contingent Reward ($r=0,757$), an insignificant correlation with Management by Exception (Active) ($r=0,007$, $P=0,945$), a moderate negative correlation with Management by Exception (Passive) with $r= -0,467$ and Laissez-Faire Leadership ($r=-0,582$).

Contingent Reward appears to have an insignificant correlation with Management by Exception (Active) ($r=0,051$, $P=0,612$), a moderate negative correlation with Management by Exception (Passive) with $r= -0,530$ and a strong negative correlation with Laissez-Faire Leadership ($r=-0,634$).

Management by Exception (Active) appears to have insignificant correlation with the rest of the dimension and outcomes.

Management by Exception (Passive) appears to have a strong positive correlation with Laissez-Faire Leadership ($r=0,718$).

Laissez-Faire Leadership appears to have a negative correlation with all the dimensions expect for Management by Exception (Passive) as mentioned before.

As to the outcomes of leadership styles, we mention the following results concerning correlation test:

Extra Effort appears to have a very strong positive correlation with Idealized Influence (Attributes) with $r=0,874$, a strong positive correlation with Idealized Influence (Behaviors) ($r=0,691$) Inspirational Motivation ($r=0,772$), Intellectual Stimulation ($r=0,770$), Individual Consideration ($r=0,704$) and Contingent Reward ($r=0,729$). It appears to have an insignificant correlation with Management by Exception (Active) ($r=0,089$, $P=0,471$), a strong negative correlation with Management by Exception (Passive) with $r= -0,625$ and Laissez-Faire Leadership ($r=-0,760$).

Effectiveness appears to have a very strong positive correlation with Idealized Influence (Attributes) with $r=0,884$, a strong positive correlation with Idealized Influence (Behaviors) ($r=0,741$) Inspirational Motivation ($r=0,735$), Intellectual Stimulation ($r=0,714$), Individual Consideration ($r=0,608$) and Contingent Reward ($r=0,700$). It appears to have an insignificant correlation with Management by Exception (Active) ($r=0,098$, $P=0,326$), a moderate negative correlation with Management by Exception (Passive) with $r= -0,592$ and a very strong negative correlation with Laissez-Faire Leadership ($r=-0,819$).

Satisfaction with the leadership appears to have a very strong positive correlation with Idealized Influence (Attributes) with $r=0,876$, a strong positive correlation with Idealized Influence (Behaviors) ($r=0,620$) Inspirational Motivation ($r=0,681$), Intellectual Stimulation ($r=0,594$), Individual Consideration ($r=0,643$) and Contingent Reward ($r=0,703$). It appears

to have an insignificant correlation with Management by Exception (Active) ($r=0,057$, $P=0,567$), a moderate negative correlation with Management by Exception (Passive) with $r= -0,573$ and a very strong negative correlation with Laissez-Faire Leadership ($r=-0,801$). Besides, there is a very strong correlation between Extra Effort and Effectiveness ($r=0,821$), between Extra Effort and Satisfaction ($r=0,827$) and between Effectiveness and Satisfaction ($r=0,869$).

Figure 11 Intrinsic Correlation between Leadership facets and outputs

		Correlations											
		IIA	IIB	IM	IS	IC	CR	MBEA	MBEP	LF	EE	EFF	SAT
IIA	Pearson Correlation	1	,717**	,752**	,757**	,684**	,745**	,082	-,620**	-,853**	,874**	,884**	,876**
	Sig. (2-tailed)		<,001	<,001	<,001	<,001	<,001	,411	<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
IIB	Pearson Correlation	,717**	1	,755**	,619**	,472**	,567**	,141	-,499**	-,714**	,691**	,741**	,620**
	Sig. (2-tailed)	<,001		<,001	<,001	<,001	<,001	,155	<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
IM	Pearson Correlation	,752**	,755**	1	,721**	,662**	,731**	,091	-,516**	-,697**	,772**	,735**	,681**
	Sig. (2-tailed)	<,001	<,001		<,001	<,001	<,001	,360	<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
IS	Pearson Correlation	,757**	,619**	,721**	1	,748**	,757**	,192	-,530**	-,709**	,770**	,714**	,694**
	Sig. (2-tailed)	<,001	<,001	<,001		<,001	<,001	,051	<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
IC	Pearson Correlation	,684**	,472**	,662**	,748**	1	,757**	,007	-,467**	-,582**	,704**	,608**	,643**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001		<,001	,945	<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
CR	Pearson Correlation	,745**	,567**	,731**	,757**	,757**	1	,051	-,530**	-,634**	,729**	,700**	,703**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001		,612	<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
MBEA	Pearson Correlation	,082	,141	,091	,192	,007	,051	1	,050	-,111	,089	,098	,057
	Sig. (2-tailed)	,411	,155	,360	,051	,945	,612		,615	,262	,371	,326	,567
	N	103	103	103	103	103	103	103	103	103	103	103	103
MBEP	Pearson Correlation	-,620**	-,499**	-,516**	-,530**	-,467**	-,530**	,050	1	,718**	-,625**	-,592**	-,573**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	,615		<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
LF	Pearson Correlation	-,853**	-,714**	-,697**	-,709**	-,582**	-,634**	-,111	,718**	1	-,760**	-,819**	-,801**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	,262	<,001		<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
EE	Pearson Correlation	,874**	,691**	,772**	,770**	,704**	,729**	,089	-,625**	-,760**	1	,821**	,827**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	,371	<,001	<,001		<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
EFF	Pearson Correlation	,884**	,741**	,735**	,714**	,608**	,700**	,098	-,592**	-,819**	,821**	1	,869**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	,326	<,001	<,001	<,001		<,001
	N	103	103	103	103	103	103	103	103	103	103	103	103
SAT	Pearson Correlation	,876**	,620**	,681**	,694**	,643**	,703**	,057	-,573**	-,801**	,827**	,869**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	,567	<,001	<,001	<,001	<,001	
	N	103	103	103	103	103	103	103	103	103	103	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

As to the correlation between leadership styles and leadership styles and outcomes (table 33), we make the following notes:

There is a strong positive correlation between transformational leadership and transactional leadership style ($r=0,653$).

There is a strong negative correlation between transformational leadership and passive leadership style ($r= -0,774$).

There is a moderate negative correlation between transactional leadership and passive leadership style ($r = -0,462$).

As to the correlation between leadership styles and the outcomes of leadership (table 33), we notice that:

There is very strong positive correlation between transformational leadership style and the outcomes of the MLQ (Table 33) extra effort ($r = 0,882$), effectiveness ($r = 0,848$) and satisfaction from leadership ($r = 0,815$).

The correlation between transactional leadership and the outcomes extra effort ($r = 0,567$), effectiveness ($r = 0,553$) and satisfaction from leadership ($r = 0,527$) are moderate positive.

The correlation between passive leadership and the outcomes extra effort ($r = -0,750$), effectiveness ($r = -0,766$) and satisfaction from leadership ($r = -0,746$) are strong negative.

Moreover, the outcomes are strongly and positively correlated with each other.

Table 33 Intrinsic Correlation between leadership styles and outcomes of MLQ

		TRANSFORMA TIONAL LEAD ERSHIP	TRANSACTION AL LEADERSH IP	PASSIVE LE ADERSHIP	EE	EFF	SAT
TRANSFO RMATION AL LEAD ERSHIP	Pearson Correlation	1	0,653**	-0,774**	0,882**	0,848**	0,815**
	Sig. (2- tailed)		<0,001	<0,001	<0,001	<0,001	<0,001
	N	103	103	103	103	103	103
TRANSAC TIONAL L EADERSHI P	Pearson Correlation	0,653**	1	-0,462**	0,567**	0,553**	0,527**
	Sig. (2- tailed)	<0,001		<0,001	<0,001	<0,001	<0,001
	N	103	103	103	103	103	103
PASSIVE L EADERSHI P	Pearson Correlation	-0,774**	-0,462**	1	-0,750**	-0,766**	-0,746**
	Sig. (2- tailed)	<0,001	<0,001		<0,001	<0,001	<0,001
	N	103	103	103	103	103	103
EE	Pearson Correlation	0,882**	0,567**	-0,750**	1	0,821**	0,827**

	Sig. (2-tailed)	<0,001	<0,001	<0,001		<0,001	<0,001
	N	103	103	103	103	103	103
EFF	Pearson Correlation	0,848**	0,553**	-0,766**	0,821**	1	0,869**
	Sig. (2-tailed)	<0,001	<0,001	<0,001	<0,001		<0,001
	N	103	103	103	103	103	103
SAT	Pearson Correlation	0,815**	0,527**	-0,746**	0,827**	0,869**	1
	Sig. (2-tailed)	<0,001	<0,001	<0,001	<0,001	<0,001	
	N	103	103	103	103	103	103
**. Correlation is significant at the 0.01 level (2-tailed).							

7.3.3 Intrinsic Correlation between Job satisfaction facets

As to the facets of job satisfaction, we mention the following results concerning correlation test:

Pay appears to have a strong positive correlation with Fringe benefits ($r=0,708$), contingent rewards ($r=0,641$) and total satisfaction ($r=0,693$), a moderate positive correlation with opportunities for promotion ($r=0,509$) and Operating conditions ($r=0,445$), a small positive correlation with nature of work ($r=0,254$) and communication ($r=0,383$) and insignificant correlation with the relationship with the supervisor ($r=0,147$, $P=0,138$) and coworkers ($r=0,164$, $P=0,098$).

Promotion appears to have a strong positive correlation with total satisfaction ($r=0,647$), a moderate positive correlation with Pay ($r=0,509$), Fringe benefits ($r=0,534$), contingent rewards ($r=0,574$), a small positive correlation with Supervision ($r=0,234$), Operating conditions ($r=0,270$), coworkers ($r=0,216$), nature of work ($r=0,310$) and communication ($r=0,295$).

Supervision appears to have a moderate positive correlation with total satisfaction ($r=0,571$), contingent rewards ($r=0,475$), coworkers ($r=0,441$) and communication ($r=0,445$), a small positive correlation with Promotion ($r=0,234$), Operating conditions ($r=0,332$), nature of work ($r=0,365$) and insignificant correlation with Pay ($r=0,147$, $P=0,138$) and Fringe benefits ($r=-0,021$, $P=0,831$).

Fringe benefits appear to have a strong positive correlation with pay ($r=0,708$), a moderate positive correlation with Promotion ($r=0,534$), contingent rewards ($r=0,411$) and total satisfaction ($r=0,525$), a small positive correlation with Operating conditions ($r=0,275$), and communication ($r=0,235$) and insignificant correlation with supervision ($r=-0,021$, $P=0,831$), coworkers ($r=0,000$, $P=1$) and nature of work ($r=0,123$, $P=0,214$).

Contingent rewards appear to have a very strong positive correlation with total satisfaction ($r=0,845$), a strong positive correlation with Pay ($r=0,641$) and communication ($r=0,620$), a moderate positive correlation with promotion ($r=0,574$), Supervision ($r=0,475$), Fringe benefits ($r=0,411$), Operating conditions ($r=0,480$), nature of work ($r=0,475$) and coworkers ($r=0,408$).

Operating conditions appear to have a strong positive correlation with total satisfaction ($r=0,690$), a moderate positive correlation with Pay ($r=0,445$), Contingent rewards ($r=0,480$), nature of work ($r=0,421$) and communication ($r=0,592$), a small positive correlation with promotion ($r=0,270$), Supervision ($r=0,332$), Fringe benefits ($r=0,275$) and coworkers ($r=0,339$).

Coworkers appear to have a moderate positive correlation with total satisfaction ($r=0,572$), Supervision ($r=0,441$), Contingent rewards ($r=0,408$) and communication ($r=0,512$), a small positive correlation with promotion ($r=0,216$), Operating conditions ($r=0,339$) and nature of work ($r=0,354$) and insignificant correlation with pay ($r=0,164$, $P=0,098$) and Fringe benefits ($r=0,000$, $P=1$) and coworkers ($r=0,339$).

Nature of work appears to have a strong positive correlation with total satisfaction ($r=0,673$) and communication ($r=0,654$), a moderate positive correlation with Contingent rewards ($r=0,475$), Operating conditions ($r=0,421$), a small positive correlation with pay ($r=0,254$), promotion ($r=0,310$), Supervision ($r=0,365$) and coworkers ($r=0,354$) and insignificant correlation with Fringe benefits ($r=0,123$, $P=0,214$).

Communication appears to have a very strong positive correlation with total satisfaction ($r=0,800$), a strong positive correlation with Contingent rewards ($r=0,620$) and Nature of work ($r=0,654$), a moderate positive correlation with Supervision ($r=0,445$), Operating conditions ($r=0,592$), coworkers ($r=0,512$) and a small positive correlation with pay ($r=0,383$), promotion ($r=0,295$) and Fringe benefits ($r=0,235$).

Total satisfaction appears to have a very strong positive correlation with Contingent rewards ($r=0,845$) and Communication ($r=0,800$), a strong positive correlation with pay ($r=0,693$), promotion ($r=0,647$), Operating conditions ($r=0,690$) and Nature of work ($r=0,673$) and a moderate positive correlation with Supervision ($r=0,571$), Fringe benefits ($r=0,525$) and coworkers ($r=0,572$).

Figure 12 Intrinsic Correlation between Job satisfaction facets

		Correlations									
		pay	Promotion	Supervision	Fringe_benefits	Contigent_rewards	Operating_conditions	Coworkers	Nature_of_work	Communication	Total_satisfaction
pay	Pearson Correlation	1	,509**	,147	,708**	,641**	,445**	,164	,254**	,383**	,693**
	Sig. (2-tailed)		<,001	,138	<,001	<,001	<,001	,098	,010	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103
Promotion	Pearson Correlation	,509**	1	,234*	,534**	,574**	,270**	,216*	,310**	,295**	,647**
	Sig. (2-tailed)	<,001		,017	<,001	<,001	,006	,029	,001	,002	<,001
	N	103	103	103	103	103	103	103	103	103	103
Supervision	Pearson Correlation	,147	,234*	1	-,021	,475**	,332**	,441**	,365**	,445**	,571**
	Sig. (2-tailed)	,138	,017		,831	<,001	<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103
Fringe_benefits	Pearson Correlation	,708**	,534**	-,021	1	,411**	,275**	,000	,123	,235*	,525**
	Sig. (2-tailed)	<,001	<,001	,831		<,001	,005	1,000	,214	,017	<,001
	N	103	103	103	103	103	103	103	103	103	103
Contigent_rewards	Pearson Correlation	,641**	,574**	,475**	,411**	1	,480**	,408**	,475**	,620**	,845**
	Sig. (2-tailed)	<,001	<,001	<,001	<,001		<,001	<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103
Operating_conditions	Pearson Correlation	,445**	,270**	,332**	,275**	,480**	1	,339**	,421**	,592**	,690**
	Sig. (2-tailed)	<,001	,006	<,001	,005	<,001		<,001	<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103
Coworkers	Pearson Correlation	,164	,216*	,441**	,000	,408**	,339**	1	,354**	,512**	,572**
	Sig. (2-tailed)	,098	,029	<,001	1,000	<,001	<,001		<,001	<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103
Nature_of_work	Pearson Correlation	,254**	,310**	,365**	,123	,475**	,421**	,354**	1	,654**	,673**
	Sig. (2-tailed)	,010	,001	<,001	,214	<,001	<,001	<,001		<,001	<,001
	N	103	103	103	103	103	103	103	103	103	103
Communication	Pearson Correlation	,383**	,295**	,445**	,235*	,620**	,592**	,512**	,654**	1	,800**
	Sig. (2-tailed)	<,001	,002	<,001	,017	<,001	<,001	<,001	<,001		<,001
	N	103	103	103	103	103	103	103	103	103	103
Total_satisfaction	Pearson Correlation	,693**	,647**	,571**	,525**	,845**	,690**	,572**	,673**	,800**	1
	Sig. (2-tailed)	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	<,001	
	N	103	103	103	103	103	103	103	103	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

7.3.4 Correlation between Leadership and Job satisfaction

We investigated the correlation between the facets of MLQ and JSS using Pearson correlation test. The results with significance $P < 0,05$ or $P < 0,01$ in cases, are presented on Table 34.

Idealized Influence (Attributes) appears to have a very strong positive correlation ($r=0,892$) with the relationship with the supervisor and moderate positive correlation with contingent rewards ($r=0,510$), coworkers ($r=0,446$), nature of work ($r=0,454$), communication ($r=0,448$) and total satisfaction ($r=0,603$).

Idealized Influence (Behaviors) appears to have a strong positive correlation ($r=0,694$) with the relationship with the supervisor and moderate positive correlation with contingent rewards ($r=0,460$), coworkers ($r=0,430$), nature of work ($r=0,500$), communication ($r=0,561$) and total satisfaction ($r=0,553$).

Inspirational Motivation appears to have a strong positive correlation ($r=0,700$) with the relationship with the supervisor and total satisfaction ($r=0,638$) and moderate positive correlation with contingent rewards ($r=0,533$), coworkers ($r=0,451$), nature of work ($r=0,573$), communication ($r=0,561$).

Intellectual Stimulation appears to have a strong positive correlation ($r= 0,704$) with the relationship with the supervisor and moderate positive correlation with contingent rewards (r

Consideration appears to have a strong positive correlation ($r=0,641$) with the relationship with the supervisor and moderate positive correlation with contingent rewards ($r=0,410$), communication ($r=0,313$), and total satisfaction ($r=0,445$).

Contingent Reward appears to have a strong positive correlation ($r=0,703$) with the relationship with the supervisor and moderate positive correlation with total satisfaction ($r=0,431$).

Management by Exception (Active) appears to have a small negative correlation ($r = -0,256$) with pay, fringe benefits ($r= -0,202$) and contingent rewards ($r= -0,220$).

Management by Exception (Passive) appears to have a strong negative correlation ($r = -0,624$) with the relationship with the supervisor and moderate negative correlation with coworkers ($r = -0,445$), communication ($r = -0,424$) and total satisfaction ($r = -0,420$).

Laissez-Faire Leadership appears to have a very strong negative correlation ($r = -0,823$) with the relationship with the supervisor, strong negative correlation with total satisfaction ($r = -0,609$) and moderate negative correlation with contingent rewards ($r = -0,519$), coworkers ($r = -0,544$), communication ($r = -0,530$) and nature of work ($r = -0,432$).

Extra Effort appears to have a strong positive correlation ($r = 0,800$) with the satisfaction from the relationship with the supervisor and moderate positive correlation with contingent rewards ($r = 0,489$), coworkers ($r = 0,418$), nature of work ($r = 0,519$) communication ($r = 0,446$) and total satisfaction ($r = 0,564$).

Effectiveness appears to have a very strong positive correlation ($r = 0,885$) with the relationship with the supervisor and moderate positive correlation with contingent rewards ($r = 0,476$), coworkers ($r = 0,478$), nature of work ($r = 0,421$) communication ($r = 0,446$) and total satisfaction ($r = 0,556$).

Satisfaction with the leadership appears to have a very strong positive correlation ($r = 0,872$) with the relationship with the supervisor and moderate positive correlation with contingent rewards ($r = 0,443$), nature of work ($r = 0,424$) communication ($r = 0,447$) and total satisfaction ($r = 0,559$).

Table 34 Results of Pearson correlation test between the facets of MLQ and JSS (for $P < 0,05$ () or $P < 0,01$ (**)) in respective cases)*

VARIABLE	Pearson Correlation	Sig. (2-tailed)	N	DEDUCED CORRELATION
II(A): Idealized Influence (Attributes)				
Promotion	0,276**	0,005	103	small positive
Supervision	0,892**	<0,001	103	very strong positive
Contingent_rewards	0,510**	<0,001	103	moderate positive
Operating_conditions	0,367**	<0,001	103	small positive
Coworkers	0,446**	<0,001	103	moderate positive

Nature_of_work	0,454**	<0,001	103	moderate positive
Communication	0,448**	<0,001	103	moderate positive
Total_satisfaction	0,603**	<0,001	103	moderate positive
II(B): Idealized Influence (Behaviors)				
Promotion	0,195*	0,048	103	positive very small
Supervision	0,694**	<0,001	103	strong positive
Contingent_rewards	0,460**	<0,001	103	moderate positive
Operating_conditions	0,383**	<0,001	103	small positive
Coworkers	0,430**	<0,001	103	moderate positive
Nature_of_work	0,500**	<0,001	103	moderate positive
Communication	0,561**	<0,001	103	moderate positive
Total_satisfaction	0,553**	<0,001	103	moderate positive
IM: Inspirational Motivation				
Pay	0,211*	0,032	103	small positive
Promotion	0,310**	0,001	103	small positive
Supervision	0,700**	<0,001	103	strong positive
Contingent_rewards	0,533**	<0,001	103	moderate positive
Operating_conditions	0,380**	<0,001	103	small positive
Coworkers	0,451**	<0,001	103	moderate positive
Nature_of_work	0,573**	<0,001	103	moderate positive
Communication	0,561**	<0,001	103	moderate positive
Total_satisfaction	0,638**	<0,001	103	strong positive
IS: Intellectual Stimulation				
Promotion	0,308**	0,002	103	small positive
Supervision	0,704**	<0,001	103	strong positive
Contingent_rewards	0,425**	<0,001	103	moderate positive
Operating_conditions	0,253*	0,010	103	small positive
Coworkers	0,435**	<0,001	103	moderate positive
Nature_of_work	0,376**	<0,001	103	small positive
Communication	0,384**	<0,001	103	small positive

Total_satisfaction	0,520**	<0,001	103	moderate positive
IC: Individual Consideration				
Promotion	0,266**	0,007	103	small positive
Supervision	0,641**	<0,001	103	strong positive
Contingent_rewards	0,410**	<0,001	103	moderate positive
Coworkers	0,352**	<0,001	103	small positive
Nature_of_work	0,340**	<0,001	103	small positive
Communication	0,313**	0,001	103	moderate positive
Total_satisfaction	0,445**	<0,001	103	moderate positive
CR: Contingent Reward				
Promotion	0,249*	0,011	103	small positive
Supervision	0,703**	<0,001	103	strong positive
Contingent_rewards	0,345**	<0,001	103	small positive
Coworkers	0,329**	0,001	103	small positive
Nature_of_work	0,298**	0,002	103	small positive
Communication	0,345**	<0,001	103	small positive
Total_satisfaction	0,431**	<0,001	103	moderate positive
MBEA: Management by Exception (Active)				
Pay	-0,256**	0,009	103	small negative
Fringe_benefits	-0,202*	0,041	103	small negative
Contingent_rewards	-0,220*	0,026	103	small negative
MBEP: Management by Exception (Passive)				
Supervision	-0,624**	<0,001	103	strong negative
Contingent_rewards	-0,356**	<0,001	103	small negative
Operating_conditions	-0,274**	0,005	103	small negative
Coworkers	-0,445**	<0,001	103	moderate negative
Nature_of_work	-0,275**	0,005	103	small negative
Communication	-0,424**	<0,001	103	moderate negative
Total_satisfaction	-0,420**	<0,001	103	moderate negative

LF:Laissez-Faire Leadership				
Pay	-0,210 [*]	0,033	103	small negative
Promotion	-0,214 [*]	0,030	103	small negative
Supervision	-0,823 ^{**}	<0,001	103	very strong negative
Contingent_rewards	-0,519 ^{**}	<0,001	103	moderate negative
Operating_conditions	-0,372 ^{**}	<0,001	103	small negative
Coworkers	-0,544 ^{**}	<0,001	103	moderate negative
Nature_of_work	-0,432 ^{**}	<0,001	103	moderate negative
Communication	-0,530 ^{**}	<0,001	103	moderate negative
Total_satisfaction	-0,609	<0,001	103	strong negative
EE: Extra Effort				
Promotion	0,267 ^{**}	0,006	103	small positive
Supervision	0,800 ^{**}	<0,001	103	strong positive
Contingent_rewards	0,489 ^{**}	<0,001	103	moderate positive
Operating_conditions	0,290 ^{**}	0,003	103	small positive
Coworkers	0,418 ^{**}	<0,001	103	moderate positive
Nature_of_work	0,519 ^{**}	<0,001	103	moderate positive
Communication	0,446 ^{**}	<0,001	103	moderate positive
Total_satisfaction	0,564 ^{**}	<0,001	103	moderate positive
EFF:Effectiveness				
Supervision	0,885 ^{**}	<0,001	103	very strong positive
Contingent_rewards	0,476 ^{**}	<0,001	103	moderate positive
Operating_conditions	0,324 ^{**}	0,001	103	small positive
Coworkers	0,478 ^{**}	<0,001	103	moderate positive
Nature_of_work	0,421 ^{**}	<0,001	103	moderate positive
Communication	0,446 ^{**}	<0,001	103	moderate positive
Total_satisfaction	0,556 ^{**}	<0,001	103	moderate positive
SAT: Satisfaction with the leadership				
Pay	0,202 [*]	0,041	103	small positive
Promotion	0,217 [*]	0,028	103	small positive

Supervision	0,872**	<0,001	103	very strong positive
Contingent_rewards	0,443**	<0,001	103	moderate positive
Operating_conditions	0,325**	0,001	103	small positive
Coworkers	0,357**	<0,001	103	small positive
Nature_of_work	0,424**	<0,001	103	moderate positive
Communication	0,447**	<0,001	103	moderate positive
Total_satisfaction	0,559**	<0,001	103	moderate positive
* Correlation is significant at the 0.05 level (2-tailed).				
** Correlation is significant at the 0.01 level (2-tailed).				

We investigated the correlation between the leadership style and job satisfaction facets and the results of Pearson correlation test are presented on Table 35.

Transformational leadership appears to have a very strong positive correlation ($r= 0,839$) with the satisfaction from the relationship with the supervisor, moderate positive correlation ($r=0,538$) with contingent rewards, coworkers ($r=0,486$), nature of work ($r=0,513$) and communication ($r=0,508$).

Transactional leadership appears to have a moderate positive correlation ($r= 0,490$) with satisfaction from the relationship with the supervisor.

Passive leadership appears to have strong negative correlation ($r= -0,785$) with satisfaction from the relationship with the supervisor and moderate negative correlation with contingent rewards ($r= -0,475$), coworkers ($r= -0,536$) and communication ($r= -0,517$).

Table 35 The correlation between the leadership styles and the facets of JSS

VARIABLE	Pearson Correlation	Sig. (2-tailed)	N	CORRELATION
TRANSFORMATIONAL LEADERSHIP				
Pay	0,196*	0,047	103	Small positive
Promotion	0,316**	0,001	103	Small positive
Supervision	0,839**	<0,001	103	Very strong positive

Contingent rewards	0,538**	<0,001	103	Moderate positive
Operating conditions	0,341**	<0,001	103	Small positive
Coworkers	0,486**	<0,001	103	Moderate positive
Nature of work	0,513**	<0,001	103	Moderate positive
Communication	0,508**	<0,001	103	Moderate positive
TRANSACTIONAL_LEADERSHIP				
Supervision	0,490**	<0,001	103	Moderate positive
Coworkers	0,333**	0,001	103	Small positive
Nature of work	0,225*	0,022	103	Small positive
PASSIVE_LEADERSHIP				
Promotion	-0,207*	0,036	103	Small negative
Supervision	-0,785**	<0,001	103	Strong negative
Contingent rewards	-0,475**	<0,001	103	Moderate negative
Operating conditions	-0,351**	<0,001	103	Small negative
Coworkers	-0,536**	<0,001	103	Moderate negative
Nature of work	-0,385**	<0,001	103	Small negative
Communication	-0,517**	<0,001	103	Moderate negative

The correlation test concerning leadership styles on the whole and total job satisfaction (table 36) showed that transformational leadership style is strongly positively correlated with total job satisfaction ($r=0,634$), transactional leadership style is slightly positively correlated with total job satisfaction ($r=0,212$), while passive leadership style is moderately negatively correlated with total job satisfaction ($r=-0,559$).

The above result for strong positive correlation between transformational leadership and job satisfaction has been referred in past research (Chandrasekara, 2019, $r=0,71$).

Additionally, previous research about leadership and job satisfaction by Barnett (2017) showed positive correlation between transformational leadership and job satisfaction ($r=0,54$), negative correlation between laissez-faire leadership and job satisfaction ($r=-0,37$) and insignificant correlation between transactional leadership and job satisfaction.

Table 36 Correlation between leadership styles and total job satisfaction (Pearson test)

CORRELATION (Pearson r)	TRANSFORMAT IONAL LEADERSHIP	TRANSACTIONAL LEADERSHIP	PASSIVE LEADERSHIP	TOTAL JOB SATISFACTION
TRANSFORMAT IONAL LEADERSHIP	1	0,653	-0,774	0,634
TRANSACTION AL LEADERSHIP	0,653	1	-0,462	0,212
PASSIVE LEADERSHIP	-0,774	-0,462	1	-0,559
TOTAL JOB SATISFACTION	0,634	0,212	-0,559	1

8. Conclusions

In this chapter, we present the conclusions obtained from the results of the research after the statistical processing and the answers that have arisen to the research questions we had set. Thus, we present the answer to the first research question about the possible relationship between demographic characteristics and job satisfaction. Then we answer to the second question about the leadership behavior that prevails to a greater extent in the central service as well as the degree of development of the individual factors of the leadership behavior. Then we answer the third research question regarding the degree of job satisfaction and specifically how satisfied the employees are in relation to the individual satisfaction factors. In addition, we examine the fourth question regarding the relationship between leadership behavior and job satisfaction. Finally, based on the conclusions drawn, proposals are made that can improve the existing recorded situation and lead to a better quality of leadership behavior and increased employee satisfaction for the benefit of both themselves and the society. In addition, taking into account the limiting factors of the current research, suggestions are made for further research and new policies.

8.1 Demographic and professional characteristics and job satisfaction

The current study involved 103 employees from the Central Service of the Ministry of Education, Religion, and Sports, the majority of whom were female. In terms of age, half of the sample were over 50, with the vast majority of the others to be over 40. Most of them were married and had two children. More than half of the total sample had a master's degree and the highest group (70%) were administrative personnel and subordinates. The vast majority of participants had more than ten years of Central Service experience, and more than half of all had over twenty years of total work experience. The majority of the participants' supervisors were women and administrative employees.

As to the present supervisors, the vast majority of them (69%) are over 50 years old, over one third (36%) of them have experience in position of responsibility between 11 and 15 years while most of them (68%) had been in a position of responsibility for at least six years. The 86% of them have more than 10 years' experience in Central Service and 27% over 20 years. Their total experience is for 73% of them over 20 years and for 27% of them between 11 and 20 years. Their educational studies level is significant as the 55% of them

have a Master's degree, the 27% of them have a university degree and the 18% have a PhD degree.

The first research question is if there is a relationship between the degree of employees' overall job satisfaction and their demographic characteristics and professional profiles.

The results lead us to the next detailed conclusions.

The gender, the family status, the number of children, the professional identity, the working experience in positions of responsibility, the working experience in Central Service do not seem to be factors that differentiate the participants' experience of job satisfaction.

However, age, level of educational studies, total experience, position of responsibility, gender of the immediate supervisor and the professional identity of their supervisor seem to be factors that differentiate their experience of job satisfaction.

The employees over 60 years old seem to be more satisfied with leadership behavior in comparison with the employees aged between 41 and 50 years.

The employees with university degrees seem to be more satisfied with the promotion opportunities than the employees with a master's degree.

The supervisors seem to be more satisfied with their pay than the subordinates are.

Employees with total experience more than 20 years seem to be more satisfied with the leadership behavior than the others.

8.2 Leadership style and outcomes

The second research question is which leadership style is more applied, Transformational, Transactional or Passive/Avoidant Leadership style concerning specific facets of leadership (Avolio & Bass, 2004)?

The findings of the research and specifically of the Multifactor Leadership Questionnaire lead to the following conclusions concerning the leadership styles and the outcomes of leadership behavior.

As to the dimensions of leadership the most popular are in order of value Idealized Influence (Attributes), Contingent Reward, Idealized Influence (Behaviors), Inspirational Motivation, Intellectual Stimulation, Individual Consideration, Management by Exception (Active), Management by Exception (Passive) and Laissez-Faire Leadership.

The statistical results justify that transformational leadership style is applied more than transactional leadership style and much more than passive leadership style.

An interesting conclusion is that transformational leadership style makes employees put a lot of extra effort on their work. In addition, it seems to be very strongly related to effectiveness and to produce satisfaction to a great extent.

On the other hand, transactional leadership is found to be moderately related to making employees put extra effort, to effectiveness and satisfaction.

Finally, passive leadership is found to be negatively associated to employees' extra effort, effectiveness and satisfaction.

However, it is notable that the score we calculated for the three measured styles is much less than the anticipated score found in the literature and previous research in other workplaces in public or private sector in Greece.

If we look closely to the factors that contribute to the transformational leadership style and the other styles the scores are under our expectation too. A reason for this may be the reduced development of the dimensions of leadership styles in comparison with other public services.

8.3 Job satisfaction

The third research question refers to the degree of employees' job satisfaction concerning its specific factors (Spector 1985).

The findings of the research and specifically of the Job Satisfaction Survey led to the following conclusions concerning the value of dimensions of job satisfaction and the level of overall job satisfaction.

If we examine the factors of job satisfaction, we deduce the following remarks.

The parameters that justify job satisfaction are mostly the relationship with their immediate supervisor, then the relationship with their coworkers and additionally the nature of their work.

On the other hand, the parameters that justify the lack of job satisfaction or dissatisfaction are mostly the fringe benefits, then pay and the promotion opportunities.

Besides, the parameters that are ambivalent or of moderate satisfaction are contingent rewards, operating conditions and communication.

From the above, it becomes clear that there are two countervailing trends regarding job satisfaction. The first one related to satisfaction from colleagues, supervisors and the work itself and the second one related to dissatisfaction resulted from financial factors and opportunities for development and promotion. The third category of the rest factors are ambivalent.

The statistical results justify that total job satisfaction is ambivalent which can be explained, expected and reasonable, as the values of its dimensions are controversial.

Finally, the relationship that has been revealed between total satisfaction and its dimensions is very important. There is association in order of value with contingent rewards, communication, pay, promotion, operating conditions, nature of work, supervision, fringe benefits and coworkers.

8.4 Leadership style and Job satisfaction

The fourth research question is if there is a relationship between the leadership styles and the degree of employees' overall job satisfaction.

First, we have to take into account that even strong statistical correlation does not lead to conclusions about possible causation or justified relationship. It is rather a sufficient element showing that a kind of leadership behavior is beneficial or not to job satisfaction in the specific sample (Barnett, 2017).

After accepting the above statement, we consider that transformational leadership style and relevant behavior appears to be beneficial to total job satisfaction. This conclusion agrees with the finding of other researchers (Mgaiwa, 2023; Barnett, 2017; Banks et al, 2016).

We particularly found that transformational leadership style is beneficial to dimensions concerning satisfaction with the supervisor, contingent rewards, coworkers, the nature of work and communication in the examined sample of the employees of the Central Service. Especially, Idealized Influence (Attributes) appears to be extremely beneficial and Idealized Influence (Behaviors), Inspirational Motivation, Intellectual Stimulation and Individual Consideration seem to be beneficial enough to satisfaction from the relationship with the supervisor.

As to transactional leadership behavior, it appears to be slightly beneficial to the total job satisfaction. This conclusion agrees with the findings of other researchers and disagree with other researchers who find the association strong (Lumbantoruan et al, 2020). However, it seems to be moderately beneficial concerning satisfaction with the supervisor. On one hand, Contingent Reward appears to be advantageous to satisfaction from the relationship with the supervisor and moderately advantageous to total satisfaction. On the other hand, Management by Exception (Active) seems to be a little harmful to satisfaction from pay, fringe benefits and contingent rewards.

As to passive leadership behavior, it appears to be moderately harmful to total job satisfaction. This conclusion is in line with the conclusions of other researchers (Bilginoğlu & Yozgat, 2022; Barnett, 2017).

Specifically passive leadership behavior appears to be moderately harmful to the satisfaction from the relationship with the supervisor, from contingent rewards, from the relationship with coworkers and from communication. Moreover, Management by Exception (Passive) appears to be very disadvantageous to satisfaction from the relationship with the supervisor and enough disadvantageous to satisfaction from coworkers, communication and total satisfaction.

Besides, Laissez-Faire Leadership appears to be extremely harmful to satisfaction from the relationship with the supervisor, very harmful to total satisfaction and moderately harmful to satisfaction from contingent rewards, coworkers, communication and nature of work.

8.5 Limitations

As to the questionnaire of the survey:

- a) The items of the questionnaire are related to the approaches of transformational, transactional and passive leadership styles and the facets of satisfaction that are included in this. Therefore, the received data and our investigation is limited only to these leadership styles and the specific factors of satisfaction.
- b) The study focuses on the employee's hierarchical immediate supervisor and the findings are mostly relevant to low-level applied leadership. As a result, just a portion of the relationship between leadership and job satisfaction is investigated. Consequently, political leadership—whose decisions and behavior have a significant impact on employees' working environments—is not considered when analyzing job satisfaction among ministry staff members.
- c) As to the demographic items, there is no distinction between the different kinds of supervisors (head of departments, directorates, general directorates or independent departments and bureaus). So, there are no special results and conclusions for each category of supervisors.

As to the sample of the research:

- a) Because of the anonymity and the online participation there are no specific elements about the extent of representability of the sample as we lack the information about the distribution of the participants in the departments of the Central Service.
- b) The sample size was adapted to the license for the leadership questionnaire. A larger number of participants would produce a better picture of the examined workplace.

As to the duration of the survey, it was relatively short (14-21 of May 2024). This means that the recorded aspects refer to the personnel serving and the climate that dominated at this specific period. A survey conducted in a larger period perhaps could produce a more objective and pluralistic picture.

Finally, we consider that the results of this research cannot produce general conclusions for the rest Greek or international public sector as there are special conditions and peculiarities of the examined service.

8.6 Conclusions and policy implications

1. As to the demographic characteristics and their association to job satisfaction we have to make the next comments:

It is particularly important to pay special attention to younger employees with increased academic qualifications and working experience so that they are encouraged to participate actively in the processes of the ministry and to have opportunities for development and promotion. It would be beneficial for themselves and the service as well, as they will constitute the next generation of ministry officials. Procedures that will ensure objective judgement, meritocracy in the selection of executives and not immediate appointment without selection is a proposal and a requirement of the employees to proceed.

Besides, the recruitment of new staff would strengthen the operation of the ministry with the necessary staff in order to ease the administrative burden and facilitate the procedures, reducing the stress of the employees for the timely handling of cases with the best possible quality.

2. As to the applied leadership styles, the dimensions and outcomes of leadership behavior we make the next notes:

It was found that that transformational leadership makes employees put a lot of extra effort on their work, is considered to be very strongly related to effectiveness and produce satisfaction to a great extent. Therefore, it is of high interest for the achievement of the goals of the service to use methods and behaviors compatible with transformational leadership. The use of leadership style is not a matter of enforcement but of learning and reinforcing through information and training as its importance is related to the function of a new contemporary public administration.

3. As to the degree of employees' job satisfaction concerning its specific factors we make the next remarks:

It is crucial for the well-being of the employees that the factors that provide satisfaction to employees should be maintained, the factors that are ambivalent should be strengthened and developed and the factors that cause dissatisfaction should be limited.

Consequently, measures should be taken to support operating conditions, contingent rewards and communication, to enhance financial factors and procedures for development and promotion.

4. As to the relationship between the leadership styles and the degree of employees' overall job satisfaction we notice the following;

Taking into account the fact that the present research reinforces the belief that transformational leadership acts beneficially to job satisfaction, extra focus should be on the factors that compose transformational leadership and have a relatively low value in our research. These are individual consideration, intellectual stimulation and inspirational motivation. On the other hand, it should be of great interest to avoid behaviors that consist passive leadership, which according to the present research seems to be disadvantageous to job satisfaction.

Finally, we have to notice that attaining specific behaviors or avoiding others is not an easy process. It is a matter of scheduled actions and initiatives containing training, coaching, educational methods and practices supporting dialogue, openness, communication, reduction of bureaucracy as well as financial measures for income enhancement on a fair and objective basis beyond doubts and favoritism.

We have also to make suggestion for further research in the future in order to receive more elements about other kind of leadership behaviors and styles, and satisfaction dimensions.

In addition, there is much consideration about the extra attention that should be paid to the followers' behavior in future research.

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Appendix A: The questionnaire

A. ΔΗΜΟΓΡΑΦΙΚΑ ΣΤΟΙΧΕΙΑ

1. Φύλο	Ανδρας	Γυναίκα				
	<input type="checkbox"/>	<input type="checkbox"/>				
2. Ηλικία	Έως 30 ετών	31 έως 40 ετών	41 έως 50 ετών	51-60 ετών	Άνω των 60 ετών	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Οικογενειακή κατάσταση	Άγαμος/η	Έγγαμος/η	Διαζευγμένος/η	Χήρος/α		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Αριθμός παιδιών	0	1	2	3 και άνω		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Επίπεδο σπουδών (επιλέξτε τον ανώτερο τίτλο που κατέχετε)	Διδακτορικό δίπλωμα	Μεταπτυχιακό δίπλωμα	Πτυχίο ΑΕΙ	Πτυχίο ΤΕΙ	Απολυτήριο Λυκείου	Απολυτήριο Γυμνασίου
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Ιδιότητα	Διοικητικός υπάλληλος	Εκπαιδευτικός				
	<input type="checkbox"/>	<input type="checkbox"/>				
7. Κατοχή θέσης ευθύνης	Ναι	Όχι				
	<input type="checkbox"/>	<input type="checkbox"/>				
8. Έτη σε θέση ευθύνης	0	1-2	3-5	6-10	11-15	Άνω των 15
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Έτη υπηρεσίας στην Κεντρική Υπηρεσία	Έως 2	3-5	6-10	11-20	Ανω των 20
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Συνολική προϋπηρεσία σε έτη	Έως 2	3-5	6-10	11-20	Ανω των 20
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Φύλο του άμεσου προϊσταμένου/ης	Άνδρας	Γυναίκα			
	<input type="checkbox"/>	<input type="checkbox"/>			
12. Ιδιότητα του άμεσου προϊσταμένου/ης	Διοικητικός υπάλληλος	Εκπαιδευτικός	Άλλο (Υπουργός, υφυπουργός, Γεν. Γραμματέας, Δ/ντης Γρ. Υπουργού ή Υφυπουργού ή Γεν. Γραμματέα)		
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

β. ΗΓΕΣΙΑ (MLQ Copyright © 1995 by Bernard Bass & Bruce J. Avolio. All rights reserved in all media. Published by Mind Garden, Inc. www.mindgarden.com)

Παρακαλώ να απαντήσετε πόσο συχνά ο/η άμεσα Προϊστάμενος/η σας εκδηλώνει τις παρακάτω συμπεριφορές:

	Καθόλου	Σπάνια	Μερικές φορές	Αρκετά Συχνά	Σχεδόν πάντα
1. Μου παρέχει βοήθεια, ως αντάλλαγμα των προσπαθειών μου	0	1	2	3	4
2. Επανεξετάζει κρίσιμα στοιχεία που θεωρούνται δεδομένα και αναρωτιέται εάν αυτά είναι κατάλληλα	0	1	2	3	4
3. Δεν παρεμβαίνει μέχρι τα προβλήματα να γίνουν σοβαρά	0	1	2	3	4
4. Εστιάζει την προσοχή του/της σε αντικανονικότητες, λάθη, εξαιρέσεις και αποκλίσεις από τα standards	0	1	2	3	4
5. Αποφεύγει να εμπλακεί όταν ανακύπτουν σημαντικά ζητήματα	0	1	2	3	4
6. Αναφέρεται στις δικές του/της σημαντικές αξίες και πεποιθήσεις	0	1	2	3	4
7. Είναι απών/απούσα όταν τον/την έχουν ανάγκη	0	1	2	3	4
8. Αναζητά διαφορετικές οπτικές γωνίες κατά την αντιμετώπιση των προβλημάτων	0	1	2	3	4
9. Μιλάει με αισιοδοξία για το μέλλον	0	1	2	3	4

10. Με κάνει να νιώθω υπερήφανος/η που συνεργάζομαι μαζί του/της	0	1	2	3	4
11. Δηλώνει με σαφήνεια ποιος είναι ο υπεύθυνος για την επίτευξη συγκεκριμένων στόχων	0	1	2	3	4
12. Περιμένει κάτι να πάει στραβά για να επέμβει	0	1	2	3	4
13. Μιλάει με ενθουσιασμό για τις ανάγκες που πρέπει να επιτευχθούν	0	1	2	3	4
14. Καθορίζει τη σπουδαιότητα έχοντας ισχυρή αίσθηση του σκοπού	0	1	2	3	4
15. Αφιερώνει χρόνο στο να διδάσκει και να καθοδηγεί	0	1	2	3	4
16. Κάνει ξεκάθαρο τι αποτέλεσμα περιμένει να πάρει κάποιος όταν επιτευχθούν οι στόχοι	0	1	2	3	4
17. Φαίνεται να είναι σταθερός/ή στην άποψη: «Εάν δεν είναι χαλασμένο, μην το φτιάξεις»	0	1	2	3	4
18. Βάζει το καλό της ομάδας πιο πάνω από το προσωπικό του/της συμφέρον	0	1	2	3	4
19. Με αντιμετωπίζει περισσότερο ως ξεχωριστό άτομο παρά απλώς ως μέλος της ομάδας	0	1	2	3	4
20. Ακολουθεί την τακτική του ότι πρέπει τα προβλήματα να γίνουν χρόνια πριν να αναλάβει δράση	0	1	2	3	4
21. Λειτουργεί κατά τρόπο που κερδίζει τον σεβασμό μου	0	1	2	3	4
22. Επικεντρώνει την προσοχή του/της αποκλειστικά στην αντιμετώπιση λαθών, παραπόνων και αποτυχιών	0	1	2	3	4
23. Σκέφτεται τις ηθικές συνέπειες των αποφάσεων	0	1	2	3	4
24. Παρακολουθεί κάθε λάθος που γίνεται	0	1	2	3	4
25. Επιδεικνύει αίσθημα δύναμης και αυτοπεποίθησης	0	1	2	3	4
26. Προβάλλει ένα συναρπαστικό όραμα για το μέλλον	0	1	2	3	4
27. Μου επιστά την προσοχή όταν δεν ανταποκρίνομαι στα standards	0	1	2	3	4
28. Αποφεύγει να παίρνει αποφάσεις	0	1	2	3	4
29. Με αντιμετωπίζει, σε σύγκριση με τους άλλους, ως άτομο με διαφορετικές ανάγκες, ικανότητες και φιλοδοξίες	0	1	2	3	4
30. Με παροτρύνει να βλέπω τα προβλήματα από πολλές διαφορετικές γωνίες	0	1	2	3	4

31. Με βοήθα να αναπτύσω τις δυνατότητές μου	0	1	2	3	4
32. Προτείνει νέους τρόπους προσέγγισης με τους οποίους μπορούμε να επιδιώξουμε την ολοκλήρωση ενός έργου	0	1	2	3	4
33. Καθυστερεί να δώσει λύση σε επείγοντα ζητήματα	0	1	2	3	4
34. Δίνει έμφαση στο πόσο είναι σημαντικό να υπάρχει μια συλλογική αίσθηση της αποστολής	0	1	2	3	4
35. Εκφράζει ικανοποίηση όταν ανταποκρίνομαι στις προσδοκίες του/της	0	1	2	3	4
36. Εκφράζει την πεποίθηση ότι οι στόχοι θα επιτευχθούν	0	1	2	3	4
37. Ανταποκρίνεται αποτελεσματικά στις ανάγκες μου που σχετίζονται με τη δουλειά	0	1	2	3	4
38. Χρησιμοποιεί ικανοποιητικές μεθόδους ηγεσίας	0	1	2	3	4
39. Καταφέρνει να κάνω περισσότερα από ό,τι θα περίμενα και εγώ ο ίδιος/ η ίδια	0	1	2	3	4
40. Με αντιπροσωπεύει αποτελεσματικά σε υψηλότερα κλιμάκια	0	1	2	3	4
41. Συνεργαζόμαστε με ικανοποιητικό τρόπο	0	1	2	3	4
42. Αυξάνει την επιθυμία μου για επιτυχία	0	1	2	3	4
43. Ανταποκρίνεται αποτελεσματικά στις απαιτήσεις της υπηρεσίας	0	1	2	3	4
44. Αυξάνει την προθυμία μου να προσπαθώ περισσότερα	0	1	2	3	4
45. Ηγείται μιας ομάδας που είναι αποτελεσματική	0	1	2	3	4

Γ. ΕΡΓΑΣΙΑΚΗ ΙΚΑΝΟΠΟΙΗΣΗ

Παρακαλώ να σημειώσετε τον βαθμό συμφωνίας/διαφωνίας σας με τις παρακάτω προτάσεις:

	Διαφωνώ πολύ	Διαφωνώ Αρκετά	Διαφωνώ λίγο	Συμφωνώ λίγο	Συμφωνώ αρκετά	Συμφωνώ πολύ
1. Πιστεύω ότι αμείβομαι δίκαια για την εργασία που κάνω	1	2	3	4	5	6
2. Υπάρχουν πολύ λίγες ευκαιρίες για προαγωγή στην εργασία μου	1	2	3	4	5	6
3. Ο/Η προϊστάμενος/η μου είναι πολύ ικανός/η στη δουλειά του/της	1	2	3	4	5	6
4. Δεν είμαι ικανοποιημένος από τις πρόσθετες παροχές (ασφαλιστική	1	2	3	4	5	6

κάλυψη, άδειες μετ' αποδοχών, συνταξιοδοτικές προοπτικές) που λαμβάνω, πέραν του μισθού						
5. Όταν κάνω καλά τη δουλειά μου, λαμβάνω την αναγνώριση που θα έπρεπε	1	2	3	4	5	6
6. Πολλοί από τους κανόνες και τις διαδικασίες που ακολουθούνται στον οργανισμό με δυσκολεύουν στο να κάνω τη δουλειά μου σωστά	1	2	3	4	5	6
7. Συμπαθώ τους ανθρώπους μαζί με τους οποίους δουλεύω	1	2	3	4	5	6
8. Κάποιες φορές αισθάνομαι ότι η εργασία μου δεν έχει νόημα	1	2	3	4	5	6
9. Η επικοινωνία μέσα στον οργανισμό φαίνεται να είναι καλή	1	2	3	4	5	6
10. Οι αυξήσεις του μισθού είναι πολύ σπάνιες	1	2	3	4	5	6
11. Αυτοί που κάνουν καλά την δουλειά τους έχουν αρκετές πιθανότητες προαγωγής	1	2	3	4	5	6
12. Ο/Η προϊστάμενος/η μου είναι άδικος/η μαζί μου	1	2	3	4	5	6
13. Οι πρόσθετες παροχές -πέραν του μισθού που λαμβάνουμε από την εργασία- είναι εξίσου καλές με αυτές που προσφέρουν άλλοι οργανισμοί	1	2	3	4	5	6
14. Θεωρώ πως η δουλειά μου δεν εκτιμάται	1	2	3	4	5	6
15. Οι προσπάθειές μου να κάνω καλά τη δουλειά μου σπάνια εμποδίζονται από τη γραφειοκρατία	1	2	3	4	5	6
16. Θεωρώ ότι πρέπει να εργάζομαι σκληρότερα εξαιτίας της ανεπάρκειας των συναδέλφων μου	1	2	3	4	5	6
17. Μου αρέσουν τα πράγματα που κάνω στη δουλειά μου	1	2	3	4	5	6
18. Οι στόχοι του οργανισμού στον οποίο εργάζομαι δεν μου είναι ξεκάθαροι	1	2	3	4	5	6
19. Όταν σκέφτομαι την αμοιβή μου αισθάνομαι ότι δεν εκτιμάται η εργασία μου από τον οργανισμό	1	2	3	4	5	6
20. Οι εργαζόμενοι εδώ προάγονται τόσο γρήγορα όσο και σε άλλες δουλειές	1	2	3	4	5	6

21. Ο/η προϊστάμενος/η μου δείχνει ελάχιστο ενδιαφέρον για το πώς αισθάνονται οι υφιστάμενοί του	1	2	3	4	5	6
22. Το πακέτο πρόσθετων παροχών - πέραν του μισθού που λαμβάνουμε στα πλαίσια της εργασίας- είναι δίκαιο	1	2	3	4	5	6
23. Υπάρχουν λίγες ανταμοιβές για αυτούς που εργάζονται εδώ	1	2	3	4	5	6
24. Έχω περισσότερο φόρτο εργασίας απ' ό,τι θα έπρεπε	1	2	3	4	5	6
25. Περνώ καλά με τους συναδέλφους μου	1	2	3	4	5	6
26. Συχνά αισθάνομαι ότι δεν γνωρίζω τι συμβαίνει στον οργανισμό στον οποίο εργάζομαι	1	2	3	4	5	6
27. Νιώθω μια αίσθηση υπερηφάνειας για τη δουλειά που κάνω	1	2	3	4	5	6
28. Αισθάνομαι ικανοποιημένος από τις ευκαιρίες μισθολογικών αυξήσεων που μου παρέχονται	1	2	3	4	5	6
29. Υπάρχουν πρόσθετες παροχές πέραν του μισθού που θα έπρεπε να λαμβάνουμε αλλά αυτό δεν συμβαίνει	1	2	3	4	5	6
30. Συμπαθώ τον/την προϊστάμενο/η μου	1	2	3	4	5	6
31. Έχω περισσότερη γραφειοκρατική δουλειά από ότι θα έπρεπε	1	2	3	4	5	6
32. Θεωρώ ότι οι προσπάθειές μου δεν ανταμείβονται όπως θα έπρεπε	1	2	3	4	5	6
33. Είμαι ικανοποιημένος από τις ευκαιρίες προαγωγής που μου παρέχονται	1	2	3	4	5	6
34. Υπάρχουν πολλοί διαπληκτισμοί και διαμάχες στη δουλειά	1	2	3	4	5	6
35. Η εργασία μου είναι ευχάριστη	1	2	3	4	5	6
36. Τα εργασιακά καθήκοντα ανατίθενται χωρίς να επεξηγούνται πλήρως	1	2	3	4	5	6

Author's Statement:

I hereby declare that, in accordance with article 8 of Law 1599/1986 and article 2.4.6 par. 3 of Law 1256/1982, this dissertation is solely a product of personal work and does not infringe any intellectual property rights of third parties and is not the product of a partial or total plagiarism, and the sources used are strictly limited to the bibliographic references.