Investigating the Existence of Mentoring Support to School's New-Entrant Substitute Teachers in the Greek Educational Context: The Role of School Leadership

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Abstract	Article Info
Teacher mentoring is one of the most well-known and widespread methods of personalized guidance and support for school's new-entrant substitute teachers (Bezzina, 2006; Andrews & Quinn 2005; Moyles, Suschitsky & Chapman, 1999; Nemser-Feiman, 1996), providing multiple benefits (Ingersoll, 2003; Ingersoll & Kralik, 2004; Lambeth, 2012). However, in the Greek context, teacher mentoring as a practice, although it is institutionalized in 2010, has not been yet implemented. For that reason, the purpose of this study is to investigate whether school's new-entrant substitute teachers receive mentoring support and guidance, even informally, from their colleagues (peer mentoring) and their principal. Additionally, it explores the role of leadership in mentoring support as described above. A quantitative research approach has been adopted. Self-administered questionnaires were	

completed by 120 school's new-entrant substitute schoolteachers using the convenience sampling technique. The questionnaires included a Likert type scale with 51 items measuring different aspects of teachers' views about their informal peer mentoring support (Huling-Austin & Murphy, 1987) and leadership style of their principal (Organizational Climate Descriptive Questionnaire- Hoy & Clover, 1986). According to the results, school's new-entrant substitute teachers seem to receive in a small extent informal mentoring support and guidance from their colleagues and principal. However, colleagues provide to a greater extent mentoring support than school principals. In addition, school leadership, especially supportive leadership style is positively correlated with mentoring support

The Greek Educational Context

In 2010, the implementation of mentoring support and guidance to the school's new-entrant teacher in the Greek public school is being introduced by a law for the first time. More specifically, the role of the mentor is determined by the school counselor in collaboration with the headmaster of the school unit. The mentor should have the tendency and therefore the desire to be involved in innovative actions and to be well-versed in school culture and the wider area of the workplace.

Nevertheless, nowadays the institution of 'mentoring' remains inactive (Mpoumpoulentra, 2016; Ntavaros, 2015; Pappa & Iordanides, 2017). In addition, according to teachers' views who participated in Ntavaros's research (2015), there is no official information on the

mentoring institution in Greek schools. Those teachers who have been informed on this subject have received random information from the internet or from conversations with colleagues (Karveli, 2017). Moreover, many teachers are not even aware of the mentoring institution (Mpoumpoulentra, 2016). Furthermore, every year thousands of school's new-entrant substitute teachers are being occupied in Greek public school units. This is an employment status that has been established in the Greek educational system over the last ten years with no prospects to change. This established situation creates a series of problems to the school's new-entrant substitute school teachers (Maurogiorgos, 1996; Vasiliadis, 2012; Stavropoulos, 2013; Arvanitidou, 2014; Dafkou, 2014; Ntavaros, 2015).

In conclusion, the results of this study will be useful, as the "mentoring" institution has not yet been adopted in Greek public schools, at a time when the school's new-entrant substitute teacher is the new entrant every school year and needs an appropriate reception and support in the new school environment.

Literature Review

Mentoring

Mentoring is one of the most well-known and widespread methods of providing personalized guidance and support to school's new-entrant substitute teachers (Bezzina, 2006), as its importance has been confirmed by many researches (Andrews & Quinn, 2005; Moyles, Suschitsky & Chapman, 1999; Nemser-Feiman, 1996), highlighting the multiple benefits it provides to both the school's new-entrant substitute teacher and the school unit itself (Ingresoll, 2003; Ingresoll & Kralik, 2004; Lambeth, 2012). For this reason, mentoring support is one of the priorities of lots of educational systems, and this is reflected

in the significant increase in the number of mentoring programs (Green-Powell, 2012).

In particular, the benefits of mentoring support relate to the professional development of the teacher (Green-Powell, 2012; Lambeth, 2012), as developing a close interpersonal relationship with the mentor, the mentor helps the school's new-entrant substitute teacher to organize and plan his/her professional goals, while at the same time the mentor enhances his/her confidence in professional success and better personal development (Green-Powell, 2012). In addition, the quality and dynamics of this relationship have a direct impact on the development and performance of the new teacher (Athanases, Abrams, Jack, Johnson, Kwock, McCurdy & Totaro, 2008) both inside and outside the classroom (Lambeth, 2012).

Furthermore, related researches have shown that mentoring programs reduce the possibility of teachers leaving the profession (Ingresoll, 2003; Ingresoll & Kralik, 2004). However, there are skeptics who believe that mentoring programs do not correlate with the satisfaction of teachers' work (Glazarman, Isenberg, Dolfin, Bleeker, Johnson, Grider & Jacobus, 2010). The same conclusion is reached by LoCascio, Smeaton and Waters (2016) in their subsequent research.

However, apart from the conflicting views, the importance of any kind of support for the school's new-entrant substitute teacher cannot be questioned. Indeed, the necessity of establishing mentoring programs in the Greek educational context is unquestionable, as it is highlighted below by the following surveys.

Peer Mentoring and the Role of School Leadership

Peer mentoring initiative in a school unit aims at developing all teachers capacities to participate successfully in learning communities

throughout their teaching careers (Cornu, 2005). Mentoring and peer-networking enhance teacher collaboration and mutual support, raise teacher confidence, facilitate teacher learning and embed improvements in professional practice (Law, 1997; Smith, 1999; Lieberman & Miller, 2000; Rhodes & Beneicke, 2002).

More specifically, the emerge of "peer support groups" in school units increases the professional development of its members and contributes in the establishment of a climate that is conductive to self-review and learning (Smith, 1999). The mutual support offered by other colleagues can also increase the confidence and self-esteem of all the teachers (Lieberman & Miller, 2000). According to Boreen & Niday (2000), mentoring decreases the feeling of isolation of the school's new-entrant substitute teacher and make him/her feel more welcomed among the other colleagues in the school unit.

School's new-entrant substitute teachers integrate into a school environment which has already been shaped by developed friendships between teachers and existing social groups who are familiar with the history and culture of the school. On the contrary, the new teacher does not know the culture of the new school and has limited time to develop social relationships. This can lead the new teacher to isolation and emotional loneliness (Walsdorf & Lynn, 2002). The school environment that is unknown to the school's new-entrant substitute teacher can be an obstacle for him/her to develop self-confidence and professional security, resulting in mental exhaustion and stress (Gavish & Friedman, 2010).

For this reason, mentoring programs often emphasize on teacher emotional support and less on guidance for more effective teaching (Wang & Odell, 2002). Positive interactions between the senior schoolteachers and the new teacher can be a major factor in the smooth

integration of the new teacher into the new school environment. Through the organized group lessons, the exchange of information, informal discussions in the school corridors, and meetings with colleagues outside the school, the school's new-entrant substitute teacher can learn what he or she does not know about the new school's climate and functioning (Lambeth, 2012).

The school leadership also plays a crucial role in new teacher's integration. The headmaster of a school unit is the first person a school's new-entrant substitute teacher comes in contact with and plays a particularly important role in supporting the school's new-entrant substitute teacher (Everard & Morris, 1999), as the first must be available to discuss with the last any concerns and difficulties that may arise.

The importance of the role of school leadership is underlined by the fact that one of the reasons for teachers not remaining in the profession is the lack of appropriate support from the director (Murphy, DeArmond, & Guin, 2003). For this reason, school districts should strive to collaborate with school principals to provide new entrants with the necessary support and guidance (Lambeth, 2012). Principals who recognize the need for implementation of support programs and are trained in such issues are successful in promoting effective mentoring support to the new entrant (Alliance for Excellent Education, 2010).

According to Wood (2005), the school principal is the person who builds the school culture, is the leader in mentoring support and also the coordinator of the mentoring process. When the principal organizes processes related to the development of professional relationships between new teachers and old teachers, then new

teachers develop greater self-confidence and comfort by feeling respected for their profession (Wood, 2005).

Therefore, it is particularly important that leadership behavior must be characterized as supportive, both for the new teacher and for the other members of the school unit. Hoy and Clover (1986) attribute the following characteristics of supportive leadership behavior, stating that the school principal:(a) behaves beyond its formal role by providing assistance to teachers, (b) criticizes constructively, (c) explains the reasons for criticizing, (d) adopts teachers' suggestions, (e) takes care of the common good, (f) treats teachers equally, (g) praises teachers, (h) is easily understood by teachers, (i) behaves beyond his or her formal role to show his / her appreciation to all the teachers of the school (Stavropoulos & Sarafidou, 2011). The above features of leadership behavior appear to be supported by subsequent and contemporary research on this issue.

It is unquestionable that the principal plays an important role in the implementation of mentoring support programs for the new entrant and it is particularly important to encourage both the school's new-entrant substitute teacher and the teacher or team that has assumed the role of mentor (Menchaca, 2003).It is important for the school's new-entrant substitute teacher that the principal encourages collaboration among the members of the school to create a climate of creativity and support among all teachers, including the new members, in order to achieve better learning outcomes as a result of the school unit's educational process (Brown, 2002) .

The importance of collaboration between principal, former teachers and new teacher is also supported by Johnson (2001). In addition, he states that the principal has to look at many elements and avoid situations that will bring additional difficulties to the new

759

entrant. He also explains that it is important for the principal to avoid assigning school's new-entrant substitute teachers to difficult pupils that the older teachers of the school did not want to undertake, and to avoid demanding extracurricular activities that he has not yet become accustomed to.

The difficulties faced by the school's new-entrant substitute teacher can be encountered as long as the principal contributes positively to meet the new entrant's particular needs through personal interaction and by orchestrating a healthy school climate. In particular, Bickmore and Bickmore (2010) explain that when the principal's interactions with the incoming teacher include the necessary emotional support, then the principal contributes to the teacher's sense of belonging to the school and enhances his or her confidence and self-esteem.In addition, they argue that random discussions with the principal in the corridor, organized activities involving the school's new-entrant substitute teacher, and designated meetings with the principal help to reduce stress and increase the sense of autonomy and respect for the incoming teacher.

The school principal in general should be involved and implement actions of guidance and support for the school's new-entrant substitute teacher. More specifically, Hope (1999) explains that a supportive leadership behavior should characterize the principal as an accessible person rather than a rigid figure of authority, including coordinating relationships between colleagues to avoid the feeling by the school's new-entrant substitute teacher to be alienated from the others and providing opportunities for the development of his or her skills for general professional development.

Watkins (2005) proposes three effective strategies in supportive leadership behavior. The first is the implementation of a mentorship

program, where the role of the mentor plays a developing teacher who
will inspire the new. The second strategy is to encourage the principal
to implement and coordinate innovative actions. In this way, the
principal builds a school environment that can embrace the newcomer,
who brings new ideas. Finally, encouraging discussions about
academic issues between new and old school members under the
guidance of the principal helps to provide the new teacher with
appropriate support on pedagogical issues.

Two provenly effective mentoring strategies are proposed by
Roberson and Roberson (2009), which focus on the implementation of
defined meetings' hours and the provision of meaningful and detailed
feedback. The principal is an essential factor in the success of the
school's new-entrant substitute teacher and the main component of
these actions. The purpose of the scheduled meetings is to provide
information on the teaching process, the new teacher's obligations and
queries. Meetings should be a short activity integrated into the new
teacher's schedule and take place at a predetermined time each week.
Feedback is equally important because it can provide the new entrant
with information on how the school unit operates and on the
educational methods followed by the school members throughout the
school year. The principal should provide this kind of feedback and
encourage the other permanent teachers to do the same.

However, the school leadership behavior plays an important role
in the way in which the school's new-entrant substitute teacher will
receive positive or negative feedback and constructive criticism in
support and guidance (Lambeth, 2012).

Various ways of principal supporting the school's new-entrant
substitute teacher are also suggested by Wood (2005), some of which
are: in-class visits aimed at formative evaluation and feedback of the

761

school's new-entrant substitute teacher, discussions in the context of meaningful communication, frequent communication between the principal and the mentor about the provided by the mentor systematic support to the school's new-entrant substitute teachers, providing useful textbooks and supervisory material, meetings aimed at organizing and planning the curriculum, meetings between mentors and new teachers and out of school for academic content discussions.

In addition, it is important the principal as the coordinator of the mentoring process to provide the mentor and the new entrant with a shared leisure time to collaborate, encourage their professional development and often praise the new teacher (Togneri & Anderson, 2003).

Finally, the development of a relationship of trust between the principal and the school's new-entrant substitute teacher plays a key role in the satisfaction of the school's new-entrant substitute teacher, his commitment to the educational process, and his stay at the particular school unit. This relationship is built when leadership behavior includes managing difficult students' behaviors, guiding and providing information to the school's new-entrant substitute teacher, and encouraging all teachers in the unit to work together (Youngs, Hyun-Seung, & Pogodzinski, 2015).

Greek Relevant Literature

Concerning Greek literature, research on the issue of school leadership behavior towards the school's new-entrant substitute teacher is quite limited. This is because of the fact that the Greek education system is highly centralized, since the functioning of all school units is determined by the central authority (Katsaros, 2008). Greek public schools are not independent enough to form a relatively

autonomous administrative practice (Reppa, Dakopoulou, Koutouzis,
Maurogiorgos & Chalkiotis, 2008). Therefore, the Greek education
system is organized in such a way that Greek public schools have
limited scope for initiative and autonomy. This puts the head of the
school in an executive role. The responsibilities of the principal are
mainly executive, while few are administrative, such as teacher
guidance and control of school functioning (Reppa et al., 2008).

Specifically, in Pitsiou's research (2017), principals, although not
organizing their own support actions, appear to encourage supportive
behaviors for the school's new-entrant substitute teacher and promote
a culture of collaboration among school unit members. In Glaraki's
research (2014) and according to the statements of the participating
teachers, it appears that the relationship between the school's new-
entrant substitute teacher and the principal is cooperative and
harmonious. In Tillelis' (2014) research, the view of the positive results
of the mentoring institution was strongly and more strongly supported
by the principals involved in the research. Last but not least, the study
of Vrioni (2016), which included principals from Cyprus school units
and school's new-entrant substitute teachers, was also noteworthy.
The results of the research show that the leaders of the school units
understand the needs of the new teachers and adopt actions to
welcome them and inform them about issues related to school culture
and their duties, providing them with the appropriate personal and
professional support they need.

From the very first day of the school's new-entrant substitute
teacher's present in the new school unit, the principal has to make sure
that he/she is informed about the school rules, goals and tasks that
he/she will need to undertake (Glarakis, 2014; Katsoulakis, 1999). In
addition, it is important the principal to discuss with the school's new-

763

entrant substitute teacher any concerns, to advise him/her, to avoid assigning him/her with the most difficult and demanding classes, and to facilitate the relationships with the other school members (Katsoulakis, 1999).It is especially important that the principal welcomes and supports the school's new-entrant substitute teacher, as leadership behavior's role is crucial to the professional and emotional status of the school's new-entrant substitute teacher (Ntavaros, 2015).

In general, supportive leadership behavior can provide appropriate support in coping with the difficulties faced daily in the school unit and reduce the stress of the school's new-entrant substitute teacher (Stavropoulos, 2013). On the contrary, the absence of supportive leadership behavior can lead the teacher to emotional exhaustion (Saiti, Goumas & Stavropoulos, 2017).

In addition, there is much lower levels of emotional exhaustion for the school's new-entrant substitute teachers, where there is a culture of collaboration and togetherness, as well as favorable working conditions, cooperation and support among all school teachers (Saiti, et. all, 2017). Social support is an essential part of integrating the new teacher into the school unit. As Stavropoulos (2013) explains, the role of social support teachers receive in their workplace from the principal and other peers has a significant impact on the feeling that teachers experience about leaving or changing their school unit.

However, according to Stavropoulos (2013), school's new-entrant substitute teachers often feel unsatisfied with the professional and social support they receive from the school environment in Greek public school units, and the recognition and appreciation they receive from their colleagues, their principal and their students' parents. Moreover, in Kiriazaki' s research (2018), beginning teachers feel that are not adequately supported and need counseling support.

Unfortunately, in the field of Greek educational reality, all the institutionalized mechanisms concerning the support and guidance of the school's new-entrant substitute teachers referred above are absent (Dourou, 2014). As it has already been mentioned above, teacher mentoring as a practice, although it is institutionalized in 2010, has not been yet implemented (Mpoumpoulendra, 2016; Ntavaros, 2015; Pappa & Iordanidis, 2017). Peer mentoring in greek public schools is an informal process and it takes different forms in each school unit. Any support to the school's new-entrant substitute teachers is being provided in an informal context (Ntavaros, 2015). The process of welcoming and supporting the new teacher seems to be a spontaneous initiative of the older teachers of the school unit and is not based on any organized action or planned mechanism (Pitsiou, 2017).

In conclusion, the above review on Greek literature reveals the following commonalities: the recognition of the importance of leadership in mentoring support and guidance for the school's new-entrant substitute teacher, the importance of peer mentoring and the positive attitude of principals towards implementing such a program. Nevertheless, there is a great lack of greek research on the international literature on the mentoring institution, which still remains inactive in greek public schools.

It is important to investigate the existence of an informal form of mentoring support as there is no institutionalised mentoring structure so far. If it is found to exist, this fact makes the need for a more systematic and specific way of mentoring by the official structures because the support can be offered in a different way by each school unit, as there are no specific instructions. Also, the existence of a possible informal form of mentoring should be taken into account for the future planning.

765

The Aim of the Study

The main aim of the study is to investigate whether school's new-entrant substitute teachers receive mentoring support and guidance, even informally, from their colleagues and their principal. Additionally, the study explores the role of leadership in mentoring support.

Research questions:

1. To what extent does informal mentoring support and guidance of school's new-entrant substitute teachers exist by their colleagues and principal?

2. Which leadership style is more prevalent in principals, according to the views of the school's new-entrant substitute teachers?

3. Is there a correlation between school's new-entrant substitute teachers' views on their informal mentoring support and guidance and the leadership behavior of the school principal?

Research Method

For the needs of this study, a quantitative research approach has been adopted and self-administered questionnaires were completed. More specifically, non-probabilistic design was carried out and in particular the convenience sample with avalanche characteristics (convenience sampling) was the way of collecting the research data (Robson, 2007), as one participant could inform about the research and refer the completion of the questionnaire to a colleague. Convenience sampling was chosen, as the researchers, due to their status, had direct access to primary education teachers in their network, which also ensured the immediate response of the participants.

The estimation error for this sample, at the 95% significance level, is quite large (9.1%), however the answers of 120 participants can provide useful information on the subject under investigation (Creswell, 2014).

For the analysis of the data the statistical package SPSS 23 was used utilizing both the descriptive and the inductive statistics. The Kolmogorov-Smirnov test was performed for the regularity of the distribution of the variables, which indicated the performance of a parametric control.

Sample

Using the convenience sampling technique, self-administered questionnaires were completed by 120 school's new-entrant substitute teachers, 29 of them were men and 91 women (24,2% men and 75,8% women), who all worked for the first time at each school for the school year 2017-18.

However, in the majority of the sample teachers had many years' experience in other primary schools. This is because of the employment status that has been established in the greek educational system, according to which every year thousands of school's new-entrant substitute teachers are being occupied in greek public school units. As a result, most school's new-entrant substitute teachers are occupied in different schools every year.

Instruments

The questionnaires included a Likert type scale with 51 items measuring different aspects of teachers' views about their informal mentoring support and principal's leadership style.

767

Mentoring Support Scale

The exploration of teachers' views was carried out through a standard questionnaire (Huling-Austin & Murphy, 1987), which outlines the main axes of the theoretical framework of research, as evidenced by the literature review. Questionnaire statements were delivered using the double-translation method.

In order to find the degree of internal reliability regarding mentoring support and guidance, two corresponding groups were computed. As shown in the table below, in both cases a high degree of internal reliability was observed.

This scale was used because it enabled us to explore what resources might be available in the school unit to provide informal mentoring support to new teachers. In particular, the present study examined two sources of support: colleagues and school principal.

Table 1.

Mentoring Support Subscales

	Cronbach's Alpha	N of Items
Mentoring by colleagues	,908	14
Mentoring by school principal	,943	14

Leadership Style Scale

We used a part of the Organizational Climate Descriptive Questionnaire (Hoy & Clover, 1986) OCDQ-RE in order to investigate the leadership style. This scale was chosen because it is credible and also widely and internationally known, as it can still clearly capture principals' leadership behavior.

The scale includes three subordinate behaviors, which are: supportive, directive and restrictive. In particular, the first sub-scale (directive) refers to leadership that provides specific instructions to teachers without leaving much room for autonomy. The second (restrictive) refers to the leadership which does not allow the autonomy of new-entrant substitute teachers at all and the school principal has complete control. The third sub-scale (supportive) refers to a leadership that mostly supports new-entrant substitute teachers in various ways, such as teaching, psychological support, etc. More specifically, supportive leadership implies that the principal abandons his/her formal role to provide assistance, adopt the suggestions and ideas of other teachers and takes care for the common good. Moreover, a directive principal criticize in a constructive manner, corrects and explains the mistakes of other teachers, supervises sometimes their work and gives advice. On the other hand, a restrictive principal rules with an iron fist, loads teachers with a lot of bureaucratic work and decide by himself/herself how to plan the teachers program with no discussion

The scale was translated from English into Greek using the back-translation method (Saiti, Goumas, & Stavropoulos, 2017) and consists of 23 statements, which are answered on a four-point scale "rarely happens" 1, "sometimes" 2, "often" 3, and "very often" 4.

Table 2.

Leadership style subscales

Leadership style	Cronbach's Alpha	N of Items
Directive	,78	9
Restrictive	,78	5
Supportive	,89	9

Results

The results are presented according to the research questions.

Research question 1: To what extent does informal mentoring support and guidance of school's new-entrant substitute teachers exist by their colleagues and principal?

The mean values of the variables indicate that there is a neutral attitude on the part of colleagues and the principal towards the new school teachers, provided that the mentoring and guidance provided to the latter occurs in "few times" according to the responses of the respondents.
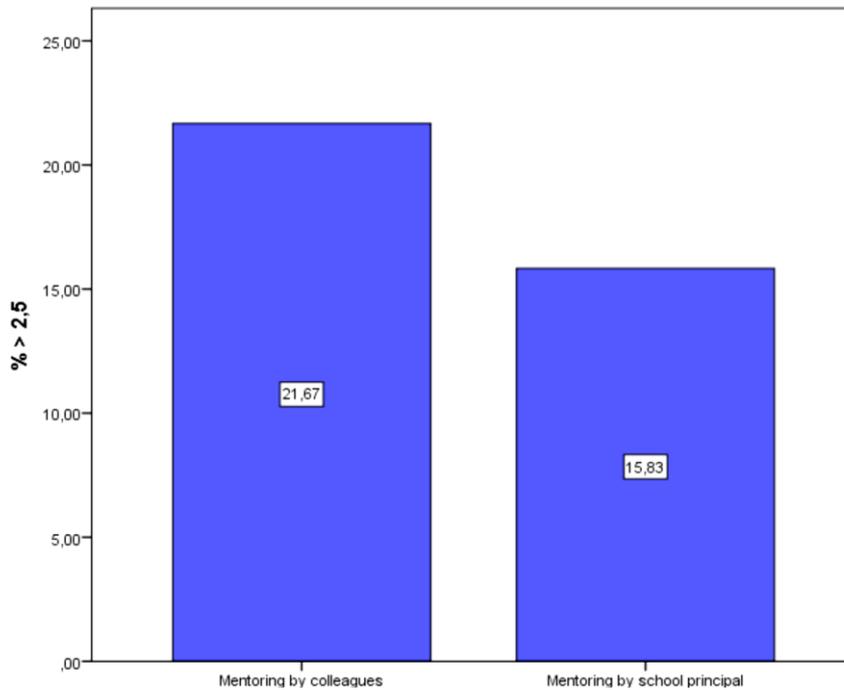
Table 3.

Means values of mentoring support

	N	Min	Max	Mean	Std. Dev.
Colleagues	120	1,14	4,00	**2,08**	,59
Principal	120	1,00	4,00	**1,90**	,67

Graph 1.

Clear agreement on the extent of mentoring support

However, according to the graph 1 above, it is observed that mentoring support and guidance is provided to a greater extent by their colleagues compared to the principal support.

Research question 2: Which leadership style is more prevalent in school principals, according to the views of the school's new-entrant substitute teachers?

The mean values show that the leadership style most frequently encountered is supportive. However, directive and restrictive leadership has sometimes been observed.

771

Table 4.

Mean values of leadership styles

Leadership	N	Min	Max	Mean	Std. Dev.
Directive	120	1,00	3,56	**1,97**	,53176
Restrictive	120	1,00	4,00	**1,94**	,63732
Supportive	120	1,00	4,00	**2,63**	,70596

A fairly large proportion of new school teachers often meet supportive leadership in the school unit (61,67%). However, the percentages of respondents who meet frequently to very often directive (15,83%) and restrictive (17,50) leadership in the schools cannot be considered as negligible (see Graph 2 below).

Graph 2.

Clear agreement on the extent of leadership style

772
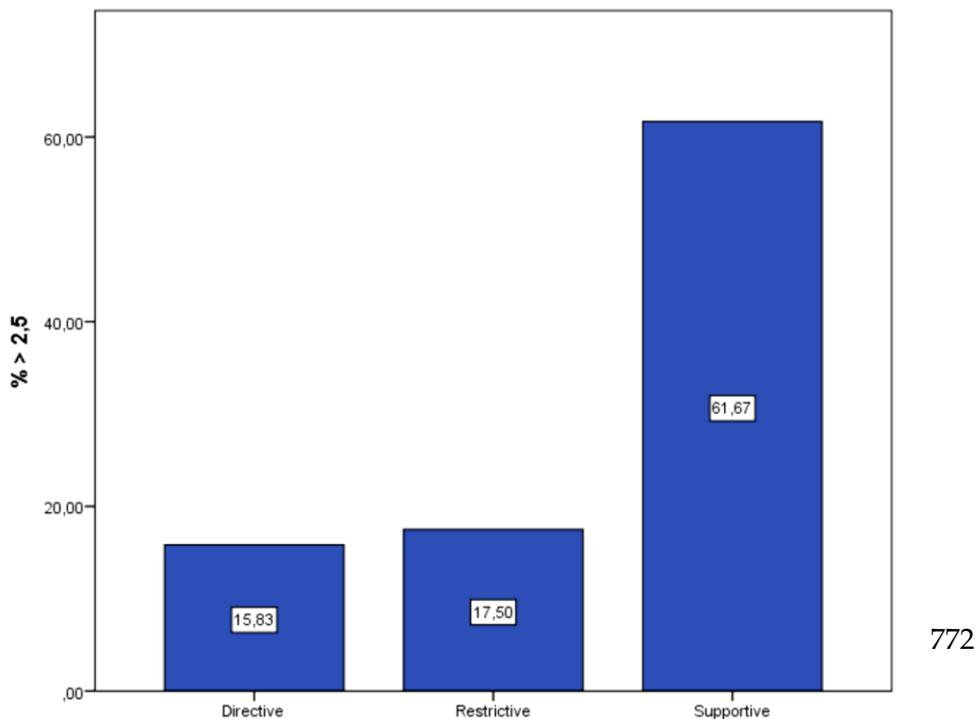
Research question 3: Is there a correlation between school's new-entrant substitute teachers' views on their informal mentoring support and guidance and the leadership behavior of the school principal?

Correlations were found between supportive leadership and mentoring by colleagues (r = .432, P <0.001), as well as mentorship by school principal (r = .503, P <0.001). A negative correlation was also found between restrictive leadership and mentoring support (r = -.273, P <0.001), but also with mentor support from school principal (r = -.270, P <0.001). Finally, a moderate to strong positive correlation was found between restrictive and directive leadership (r = .592, P <0.001), whereas there was a negative correlation between supportive leadership and directive leadership (r = -.369, P <0.001) and between supportive and restrictive leadership (r = -.491, P <0.001).

Pearson's Correlations

Table 5.

Correlations between mentoring and leadership styles

	Variables	1	2	3	4	5
1	MC	1,00				
2	MSP	,790**	1,00			
3	Dir	-,138	-,083	1,00		
4	Res	-,273**	-,270**	,592**	1,00	
5	Supp	,432**	,503**	-,369**	-,491**	1,00

**p < 0,01, *p < 0,05

MC=mentoring by colleagues, MSP=mentoring by school principal, Dir=Directive leadership style, Res=restrictive leadership style, Supp=supportive leadership style

Discussion

This study focused on the role of school leadership as for mentoring support in Greek educational context.

According to the results of this research, informal peer mentoring and mentoring support by the school principal is not applied on high levels and does not meet all needs of the school's new-entrant substitute teacher.

In general, it is found that there is a neutral attitude on the part of colleagues and the principal towards school's new-entrant substitute teachers, since the mentoring support and guidance provided to the latter is not very high and not at all parameters. The results of the present study regarding the necessity of implementing a mentoring support program appear to be in line with earlier studies (Vassiliadis, 2012; Arvanitidou, 2014; Tillelis, 2014; Vogiatzi, 2015; Ntavaros, 2015; Pappa, 2015; Hanioti, 2015; Vlachou, 2016; Mpoumpoulentra, 2016; Laskaratou, 2016; Nikolakopoulou, 2017; Pappa & Iordanidis, 2017; Pitsiou, 2017), as the support received by school's new-entrant substitute teachers is poor (Ntavaros, 2015).Therefore, it is concluded that the adoption of mentoring is a strong necessity within the context of Greek data in the field of education, with the aim of improving the adaptation of the school's new-entrant substitute teacher to the new school environment (Vassiliadis, 2012).

However, according to the results, it is particularly encouraging that the leadership style most commonly encountered by school's new-entrant substitute teachers is a supportive one. It is also noteworthy that the supportive leadership style is also positively correlated with the mentoring support from colleagues' teachers.

The positive correlation between colleagues' and school
principals' mentoring support highlights the importance of a cohesive
organisational school climate which embraces teachers' and principals'
leadership initiatives towards continuing professional development.
Nonetheless, the implementation of the aforementioned initiatives is
based on a supportive leadership style, which flourishes mentoring
support of schools' new entered teachers. It is very hopeful that
teachers' responses reflect a supportive climate towards mentoring
from both the principal and colleagues, although the later tend to be
more supportive. Perhaps, this finding reflects that almost 1/3 of the
principals in this study are supposed to be either directive or
restrictive. Correlations showed that only restrictive principals'
behaviour had a negative impact on mentoring support. This finding
reflects the need for principals' training programs in order to
appreciate the need for giving room to staff's support and continuing
professional development instead of burdening with school's
paperwork and other administrative issues. Furthermore, relevant
legislation has to be updated in order to optimize experienced and
qualified school staff in terms of mentoring roles and responsibilities.

Research restrictions refer to sample size and selection, thus the
results highlight trends on a specific type of schools and its' staff. In
order to produce more generalized findings, future research should
focus on primary and secondary teachers' views from a greater and
representative sample so as to gain voice to policy makers for
necessary initiatives in educational practice.

775

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783

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