

# Editorial

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**JEL Classification:** A2, I2, L8

**Biographical note:** Panagiotis Tzionas is Professor and Vice-President of the International Hellenic University, Greece. He has extended experience in education management and has served as Rector of the Alexander Technological Institute of Thessaloniki (ptzionas@ihu.gr).

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## 1 INTRODUCTION

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This is the fifth publication of JCETR (volume 3, issue 2), finishing its third year of publication. In previous issues, this journal presented original refereed papers, both conceptual and research-based, focused both on educational management and on education practice & research. Volume 3, issue 2 focus on furthering the journal's scope and consolidating its position in both conceptual developments and practical applications in contemporary education theory and practice through the publication of another six quality manuscripts.

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## 2 PRESENTATION OF THE FIRST ISSUE OF 2020

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The present issue of JCETR contains six manuscripts written by eight authors and affiliated with six different institutions and universities.

The first paper is written by Georgios Karavasilis from the Ministry of Education and Religious Affairs, Greece. The author investigates work satisfaction or burnout and their impact on innovative work behavior of Greek teachers. Innovation is a lever for growth and prosperity in business and society as a whole. Innovations lead to the industrial revolutions which are transforming our world. Innovation is the solution to many of the side effects of industrial revolutions. We can prepare the future world citizens to face the challenges of the new world only by education. The purpose of this study was to investigate work satisfaction, work engagement, burnout and innovative work behavior of Greek teachers. From the investigation the relationships between the above concepts emerged and the demographic elements associated with them were identified. The applied statistical survey of this study was conducted from December 2018 to January 2019 and 324 primary and secondary school teachers participated in it. Survey data were collected using an online questionnaire that included demographic questions, the Oldenburg Burnout Inventory (OLBI) and a Kleysen & Street innovative behavioral questionnaire adapted to Greek reality. The results of the survey showed a very low rate of burned-out and a high rate of work-engaged teachers.

Because previous surveys have reported high rates of burnout for Greek teachers, we conclude that work engagement, as well as burnout, are time dependent on environmental factors related to the socio-economic changes of recent decades. Our research results also showed that establishing and supporting innovative work behavior by leadership and co-workers has the effect of demonstrating a high level of innovative work behavior by Greek educators. In addition, it was found a fluctuation of work engagement with age and an enhancement of innovative work behavior due to post-graduate studies. Moreover, it emerged that work engagement positively correlates with innovative work behavior, creating a virtuous circle, where one feeds the other.

The perception of the poetic process to Greek and French writers, a basic lever of launching creative writing in education, is the subject of the secondary research discussed in the second paper of this issue, written by Valentini C. Kambatza from the International Hellenic University, Greece. "Poetry is the expression of the beautiful, through words elaborately woven with each other", according to the Argentine writer Borges Jorge-Luis. Poetic process, the complicated art of creating poetry becomes perceived in different ways by every author. Thus, for others, it consists a sacramental route where the creator-poet exposes his internal world, his thoughts, his personal experiences, through verses, being in a situation of daydreaming or vision. Certainly, this clearly individual element in poetry is inevitably influenced from external factors, such as the common ideology of the times, the socio-political status and the moral perception of society. This emotive experience is especially arduous and suppressive and for the person who tastes it. However, this traumatic experience is simultaneously a curative treatment for the poet. For most poets, writhing poems reflects a situation of liberty, autonomy, promotion of ego and personal feelings, which are suppressed by the conservative look of the society whereas they, finally, find outlet through creation. French Surrealists move towards this spirit, and, generally, creators. For the beginning of this ceremony of poetic action, the boost, the stimulus, the spark that will penetrate the spirit of the poet enabling him to create poetry are necessary. And surely, the conception of many poems takes place during the



evolution of a dream, where the poet's spirit is free to express as it wishes itself. A basic resource of inspiration for the majority of poets is the past, pleasant or traumatic, a stone corner of the past, however, and a guide towards the uncertain future. The concept of "Creative Writing" is placed on the same wavelength with the poetic process. In reality, it is integrated into it. All these who adopt and get involved with creative writing, are possessed with the same feelings and worries. The pleasure of creation, the new. The individual expression, the mental amalgamation with the receiver-reader are diffused. Furthermore, the person discovers new, until then, possibilities of himself. In parallel, there is an extroversion in the whole procedure. Positive experience creates the will for further continuation of this attempt. Regarding the cultivation and promotion of the trainees' abilities of creative writing, the role of the teacher is extremely important. The analyses of the texts of respected creators from the teacher function in a helpful way, as well as the perceptions related to writing of the writers themselves. What is more, this is intensified when common points of writers' assembly (Greeks and foreigners) about poetic creation are located. Teachers should present the positive elements of creative writing if they wish to reach its desired result and cultivation. After all this analysis and contact of trainees with the thoughts and way of writing of known writers, the need and desire for an attempt of trying this experience will, gradually, take place. This attempt of trial functions as a basic lever for the launch of creative writing. Besides, "writing is nothing else but a guided dream" (Borges Jorge- Luis). A "dream" that we all of us should live.

In the third paper, Dimitra Mitsiou from the Directorate of Secondary Education of Pieria, Greece, examine the flipped classroom learning model as a means for acquiring the 21st century skills. In a knowledge-based economy, students are expected to acquire a certain set of skills that will enable them to have a positive impact in society. The 21st century skills are considered to be the answer to their social and professional inclusion and education plays a key role in providing students with the opportunity to develop these skills. To address the challenges of the future, educational frameworks need to be redesigned so that they can cultivate this set of skills. The advancement of technologies can contribute to the realization of an educational paradigm shift while the teachers' role in the learning process remains fundamental. The flipped classroom is a new learning model where the learning activities inside and outside the classroom are rearranged. Several studies have indicated that flipping the classroom promotes the cultivation of the 21st century skills, such as critical thinking, creativity, metacognition, problem solving, collaboration, motivation, self-efficacy, conscientiousness, grit and perseverance. On the other hand, this pedagogical approach could be quite challenging since it presents many barriers that need to be removed so that the method can deliver the desirable learning outcomes.

The fourth paper is authored by Egidijus Stancikas, affiliated with the Vytautas Magnus University, in Lithuania. The paper seeks to explore adults' attitude to cultural awareness and its self-education through theatre arts. Theatre arts present unique way for the development of cultural awareness in the self-education of adults through the provision of the mutual culture space and interactivity, as

well as by revealing the harmony of the world that surrounds us, to perceive environment using all senses, to become a sensitive, considerate, attentive, curious, merciful, balanced and creating person. Quantitative survey of adults executed in Lithuania disclosed increasing attention of people to their cultural erudition, i.e. they indicated at least one way of cultural development. The results also show that cultural erudition development is statistically significantly related to theatre arts: watching performances at the theatre, recreation centers or via means of telecommunication.

The fifth paper provides a better understanding of collective teacher efficacy and job satisfaction through psychometric properties of the CTE scale, written by Anastasia Vatou from Aristotle University of Thessaloniki and Athina Vatou from Hellenic Open University, both based in Greece. Teachers' self-efficacy has widely recognized as a strong contributor to the student achievement and teachers' psychological well-being. A large body of research has focused on individual's self-efficacy beliefs. However, research on collective self-efficacy is sparse. The aim of the present study was to examine the factorial validity of the Collective Teacher Efficacy Scale (CTE) on Greek context and to examine how collective teacher efficacy was related to teacher job satisfaction. The sample consisted of 201 primary school teachers. Confirmatory factor analysis was conducted and showed that Collective Teacher Efficacy Scale had a two-factor structure. The results also indicated that collective teacher efficacy had a positive significant relationship with teacher's job satisfaction. Implications and directions for future research are suggested.

The sixth paper focus on tourism education through experiential learning and is written by Evangelos Christou and Chryssoula Chatzigeorgiou, both affiliated with the International Hellenic University, Greece. The element of training is taken into account seriously by universities providing tourism education degrees, hence the development of "sandwich" undergraduate courses that incorporate a period of industrial placement aiming at the blending of theory with practical experience through experiential learning. The survey presented here was conducted in Greece and is objective was to evaluate the outcome of the supervised work experience by examining the views of undergraduate tourism and hospitality management students who completed their industrial placement period. Data were obtained through personal interviews and were of both qualitative and quantitative nature. The tentative results of the research, as described in this exploratory study, indicate some areas for concern and allows for conclusions to be drawn in relation to further improving and enhancing experiential learning.

Based on the above, I trust that you will enjoy reading this new issue of the Journal of Contemporary Education Theory & Research and I look forward to presenting you the next issue in spring of 2020!

Panagiotis Tzionas  
Editor-in-Chief, JCETR