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Professional Development of Transference Teachers to Administration / Finance Positions

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Abstract

The aim of this study is to investigate a) the reasons which incited teachers to take the decision to transfer, b) the degree of satisfaction and the problems they face, and c) the professional development in the new working environment. For the data collection of this research a questionnaire was used. Finally, 126 questionnaires have been answered by teachers that transferred into administrative positions from 24 Administration offices of Primary and Secondary Education in Greece.

The results of the investigation showed that the majority of the transferred teachers consider, the cooperation with their colleagues, the continuing education and upgrading, as well as their basic training, the most important factors of their professional development, factors that rank in the first places of the research's results, while attending post-graduate programs and the search for knowledge in the internet rank in the last positions.

Keywords: Teachers, Public Sector Employees, Mobility, Transference, Transfer, Financial/Economic Officer, Professional Development.

Introduction

Transference is a form of mobility of employees and it means essentially resigning-leaving a job and re-hiring to a new working position. Conceptually, there are two types of transference: Those taking place in the education sector on the basis of an institutional framework (N.1566/85, 3528/2007) due to a change in educational levels, and those made mandatory, or almost mandatory, in the context of administrative restructuring of public administration (N.4024/2011, 4093/2012). The result of both forms of transference is the

modification of the professional status of employees and it occurs as the issue of whether and what kind of professional rehiring there is and what the consequences are.

In addition, the professional development of workers is extremely beneficial for the organizations themselves. Therefore, the organization should follow strategies to promote achievement of professional satisfaction and professional development, in order to support and use effectively their human resources.

In this study, the difficulties encountered with the decision of teachers to transfer as well as the opportunities for their professional development, irrespective of whether the decision was unintentional or deliberate, are issues that we feel should be investigated.

Transference does not constitute a new procedure since it is institutionalized for many years. For many years transferences were a deliberate choice of workers. The last decade have arisen transferences of different nature for which employees either decided unintentionally and under the threat of being fired from their work or "intentional and unintentional" under conditions of uncertainty about their work in the future. In the context of restructuring and reorganizing the public sector in Greece (N.4093/2012), the redundant teachers moved by changing the professional position in order to fulfil the needs in administrative staff for various public services and education administrative offices.

Taking all these into consideration we realized that it would be appropriate and interesting to investigate the issue of the existence of a policy frame for the transference teachers in their new duties or transference is simply considered as an emergency solution without the providence to promote the professional satisfaction and development of teachers as administration officials neither the development of the organizations (Diakomihalis and Bolovinou, 2018; Darwish, 2016).

The research findings could also contribute to a strategy for improving the functioning of the organizations while ensuring the development, growth and development of employees (Koutouzis, 1999).

The aim of this paper is to investigate whether the host organization applies policies for the professional development of transference teachers and what they are.

On the basis of this issue and on the specific objectives of the research, the following research questions arise regarding transference teachers:

- (a) What are the professional difficulties encountered in their new position
- (b) To what extent their professional development is supported
- (c) With what procedures the organization supports their professional development

Literature Review

The term "professional development" is used to indicate the career development of individuals within a specific working area in which they are employed.

Development is considered as a learning process which seeks to give technical skills, to develop knowledge and abilities and to make employees more effective at work. The process of learning is characterized by humanistic orientation, since it is designed to develop workers personality, in order to confront future situations effectively, to take initiatives and to make decisions relating to the technical dimension of work, as well as to resolve of organizational problems (Peppas, 2003)

Nadler (1979, in Polykarpou, 2010), stated that development of human resources deals with the preparation of employees, enabling them to keep pace with the development and changes in the organization.

Finally, a definition could advocate that, professional development refers to the possibilities given by the organization to enable workers to improve their performance and themselves, underlining that professional development and organizational development are two concepts that conform with, strengthen and complement one another.

Each shifting from one job to another, either exclusively in the public sector (internal mobility), or between the public and the private sector (external shifting), or even between the public sector and international organizations, is considered as mobility (Aijala, 2001:17). Mobility can be applied to structures of the same hierarchical level (horizontal) or to shifting from a higher to a lower hierarchical level and vice versa (vertical) (Gajduschek & Linder, 2011). It may also be voluntary or obligatory, refer to functional diversification of working position or even be a geographical shift (Bossart et al., 2001), with the aim of the best possible use of human resources (Nicholaou, 2006). In certain cases personal needs of workers might be satisfied through some forms of mobility.

In Greece, mobility has been institutionalized and applied in various ways over many decades. The most common is the mobility of civil servants within the public sector. In the last ten years, a reform of the public sector forced by the "Memorandum" was applied as the measure of mobility of officials. The project provided restrictive measures, particularly of economic nature, due to the country's economic problems and malfunction of the public sector. The aim was to reduce the size of the public sector and, this explicit target to accomplish reduction of public workers, led to a massive movement of workers, with no concern for redistribution based on the needs of organizations, neither for the qualifications, skills, and the needs of the employees.

In the present study we will focus on one form of public employee's mobility, the transfer of school teachers to administrative positions in the Education Management Offices.

Professional Development

Professional development of personnel is considered an essential factor for both the development of the organization and the development and personal fulfilment of the employees. The increase in the qualifications and skills is undoubtedly beneficial for the utilization of the employees within the organization.

The work of Zaleska and Menezes (2007) for the practical vocational development of human resources, comparing workers from two different periods (2000 and 1997) from different working environments in the United Kingdom, demonstrated the significance of personal motivation and coaching of workers. They concluded that the main sources of learning come from the daily work procedure and the experience acquired by the workers through their cooperation with their closest-direct supervisors.

Professional Development for Teachers

The concepts of professionalism and professional development of Primary Education Teachers was the subject of the empirical research by Ifantis and Fotopoulos (2011). The ranking of professional development factors by the teachers was the following: 1) the need for continuing education and training, 2) participation in scientific events, 3) cooperation with colleagues, 4) learning from the internet and the use of new technologies and 5) personal research and study of matters relating to education.

The most important factor for professional development was considered by the majority of teachers (72,1%) the "need for continuing education and training", while 11.6% chose the "personal research on topics relating to the education".

Regarding the question aiming to propose ways for further professional development and improvement of teachers in the immediate future, the majority of the by the participants (55.8%) proposed “training” and 27,9% highlighted the “need for ongoing information and feedback on teaching and learning”. The “use of new technologies” was selected by 13.9% of the participants.

According to the findings of the research by the “Agency for teachers training” in 2007 and 2008 (Karagianni, 2012:78), teachers are interested to “participate in educational programs of short duration”. It is also noted that teachers of foreign languages are not interested in training programs in the form of seminars or conferences. The study by Kaldrimidou, Oikonomou and Tzekaki in 1997 (Karagianni, 2012:81), revealed that rooted perceptions of teachers do not change after the monitoring of educational programs, and concluded that this is because education is still theoretical with not application in real situations. The results of experimental research (Nikolakaki, 2003) show that teachers who were trained by colleagues and participated in programs with discussion-interaction, were valued highly by the trainees. This means that the effectiveness of education is related to its type and methods.

Gkantidou (2005) proposes a model of education that promotes the development of school teachers with their own active involvement in self learning.

By reviewing the pertinent studies, we realized that there is no relevant research to study transference of officials and in particular the issue of teachers’ transference to administrative positions has not been investigated. However, we found many studies regarding the abandonment of a profession and career change in general, as well as for school teachers. There are also many studies which are mainly aimed at the reception and integration of newly recruited and adjunct teachers into school units, and their professional development, whilst there is no such study for teachers which after some years decide or are “forced” to decide to serve the education sector through a different role and position.

The aim of this paper is to investigate whether the host organization applies policies for the professional development of transference teachers and what they are.

In conclusion it should be pointed out that “training and professional development programs” which do not focus only on theoretical knowledge but are linking theory with practice which take into account the needs of employees and are governed by the principles of adult learning, are most effective for professional development.

Methodology of the Research

This study is a primarily a quantitative research, i.e. a form of social research based on surveys. The research tool is the structured questionnaire and has as a target group transference teachers in administrative positions in Education Administration offices.

The questions are mainly closed type with pre-defined options responses, with a certain number of questions being half-closed type.

The questionnaire has been completed by the participants in the investigation, expressing their views on the problem under study.

The questionnaire includes questions of attitude, in which the people are invited to indicate the degree of acceptance or rejection of certain views called evaluation scales. These replies are expressing the agreement or disagreement with a statement and the degree of agreement or disagreement with this (Behrakis, 1999). The Likert scale type is the most frequently used in social and educational research. It allows for the giving of an overall rating in the responses of each subject but it is not sure that the selection of the same reply to a

question means also the same degree of agreement or disagreement between the participants. (Komilis, 1989; Kyriazis, 1999). For this study, a fourfold scale was preferable instead of a fivefold scale. We did not include the neutral option, which we believe is chosen by most respondents and does not facilitate the conclusions (Papageorgakis, 2013:107).

Reliability of the questionnaire

The index reliability *Cronbach's alpha* of the total job satisfaction is 0,866 which means that the elements of the original scale show high reliability compared to the elements being asked for.

The Population and the Sample for the Research

The population this research was based on are transference school teachers working in the Administration offices and the sample included some of them. In the Greek territory there are 58 Administration Offices of Primary Education and 58 Administration Offices of Secondary Education. We used the convenient sampling of people who were "available, convenient and represent features" which are studied in this work (Creswell, 2011:182). The questionnaires were distributed to 17 Administration Offices of primary education and 7 Administration Offices of Secondary Education. The Administration Offices of Primary Education included in the sample belong to the following regions: Epirus (3), Mainland Greece (2), Peloponnese (2), Attica (1), South Aegean (1), North Aegean Islands (1), Eastern Macedonia and Thrace (2), Western Greece (1), Western Macedonia, Thessaly (3), Central Macedonia and Crete (1) and for the Administration Offices of secondary education included the following: Attica (3), Epirus (1), Peloponnese (2), Western Greece (1), and Central Macedonia (1).

A total of 130 questionnaires were sent and returned completed 126. The percentage of completion is almost 100%. A total of 126 transference school teachers participated in the survey. In more detail, 90 are transference teachers to Administration Offices of Primary Education and 36 to Administration Offices of Secondary Education. In the category of skills of Secondary Education belong teachers with specific skills encountered in Secondary level Schools.

The research period lasted from the mid of 2015 until the end of 2016.

Recording of data, the processing and their statistical analysis carried out by the statistical program Statistical Package for Social Sciences 22 (IBM SPSS 22). For the description of data we used tables of frequencies that include the absolute frequencies and valid relevant frequencies (valid%) of the values of the variables as well as the appropriate measures of location and dispersion (average and standard deviation).

The basic steps for the factorial analysis are as follows:

- Checking for existence of satisfactory correlations via Bartlett's test of sphericity.
- Assessment of the parameters of the model and rotation of the model in order to increase the interpretative ability. With the rotation of the factors we aim to achieve a reduction in the load prices of some factors and the increase of the prices in others, but also the limitation of the number of positive and negative loads simultaneously in the same factor, thus being able to maximize the loads.
- an estimation of the factors' prices for further statistical use

Results of the Research

In the following tables the demographic characteristics of transference school teachers who participated in the investigation are presented.

Table 1. Frequencies and relevant frequencies % for gender

Gender	Frequencies	Relevant frequencies (%)
Male	39	31,0
Female	87	69,0
Total	126	100,0

From the above percentages it becomes obvious that women dominate the Administration Offices of Education. In addition perhaps this confirms the findings of researches which show that women teachers leave the profession at a higher rate (Smithers & Robinson, 2003).

Table 2. Frequencies and relevant frequencies % for age

Age	Frequencies	Relevant frequencies (%)
31-40	29	23,2
41-50	78	62,4
≥51	18	14,4
Total	125	100,0

We see in the variability of the age that the vast majority of respondents is over 40 years old. This element confirms partly the aspect that the higher rate of transference effect is observed in the last years of the teachers careers (Guarino, et al., 2006), but does not confirm the withdrawal in the first years of their careers (Fetherston & Lummis, 2012; Liu & Ramsey, 2008; Guarino, et al., 2006; Johnson & Birkeland, 2003).

Table 3. Frequencies and relevant frequencies % for marital status

Marital status	Frequencies	Relevant frequencies (%)
Single	25	19,8
Married	92	73,0
Divorced / Widow	9	7,1
Total	126	100,0

The data for the family situation indicate that transference is an option particularly for those with family obligations and it may be related with the assurance of a balance between professional and family life. Family obligations are also considered one of the most important reasons for leaving the profession (Kersaint, et.al, 2007).

Table 4. Frequencies and relevant frequencies % for education

Education	Frequencies	Relevant frequencies (%)
PhD/ Master	27	21,4
Other Degree	18	14,3
Bachelor Degree	81	64,3
Total	126	100,0

The largest percentage of transference school teachers does not have any extra qualification beyond the Bachelor degree in education and probably does not have any experience in other jobs. The choice of transference marks the change in their career but it is not cut off from education or from any possible uncertainty.

Table 5. Frequencies and relevant frequencies % for Qualifications / Specializations

Qualifications/Specializations	Frequencies	Relevant frequencies (%)
High School Specializations	89	73,0
Elementary school Teachers/ Nursery teachers	15	12,3
Specializations of Technical High Schools	18	14,8
Total	122	100,0

Teachers with specializations have chosen transference because of the insecurity and the “threat” of dismissal. Teachers and nursery teachers might not feel this uncertainty and their choice of transference is more conscious and voluntary.

Table 6. Frequencies and relevant frequencies % for years of experience

Years of experience in education	Frequencies	Relevant frequencies (%)
≤ 10 years	48	38,1
11-20 years	67	53,2
≥ 21 years	11	8,7
Total	126	100,0

Similarly to the issue of age we see also that regarding the experience, one out of two transference school teachers is in the middle of his/her career, a fact that shows perhaps a lack of job satisfaction or insecurity, which is not the case in the beginning of his/her career due to expectations neither at the end because of the possibility of retirement.

Table 7. Frequencies and relevant frequencies % for years of experience in administrative positions

Years of experience in administrative positions	Frequencies	Relevant frequencies (%)
None	47	37,6
1-2 years	24	19,2
3-5 years	35	28,0
≥6 έτη	19	15,2
Σύνολο	125	100,0

From Table 7 it can be seen that the majority of transference teachers (62.4%) have at least one year experience in an administrative position. It is interesting that one in two has relevant experience in administrative position, therefore, the conditions and the scope of work were already well known and perhaps that explains their decision to transfer.

Table 8. Frequencies and relevant frequencies % for permanent teaching position

permanent teaching position	Frequencies	Relevant frequencies (%)
Yes	74	60,2
No	49	39,8
Total	123	100,0

In the Table 8 we see that 60,2% of transference school teachers had permanent position before transference. It appears then that they were not exposed to the risk of losing their position or that perhaps the permanent position did not facilitated them for family or economic reasons and it is confirmed that the decision to leave the profession is associated with these reasons (Kersaint et.al., 2007).

Table 9. Frequencies and relevant frequencies % for the Level of administrative position and for the years of experience in the present working position

Variables	Frequencies	Relevant frequencies (%)
Level of administrative position		
Elementary school	90	71,4
Secondary & High school	36	28,6
Years of experience in the present working position		
1-2	118	93,7
3-5	8	6,3
Total	126	100,0

In Table 9, we see that 71,4% of school teachers was transferred in administrative position of elementary education and 28.6% in secondary and high school education. This may indicate a preference of transference teachers in elementary education. It could also show that the Administrative Offices of the elementary education was more under-staffing compared with the Administrative Offices of secondary education and there were more available positions.

In addition, 93.7% of transference school teachers stated that hold their current position for one to two years and only 8 people from the 126 (6.3%) have stated that they have three to five years as transference in their current position as administrative personnel.

Difficulties and Problems in the New Work

In the main part of the questionnaire the transference teachers are invited to express the degree of agreement in a series of proposals referred to the difficulties and the problems they encounter in their new position as administrative.

Table 10 frequency allocation and relevant frequencies % as to the problems in the new job.

Problems in current work position with the:	Not at all N (%)	A little N (%)	Much N (%)	Very much N (%)	AVER (S.D.)
Subject of the job (N=125)	47 (37,6)	51(40,8)	20 (16,0)	7 (5,6)	1,90 (0,87)
Workload (N=125)	30 (24,0)	56 (44,8)	29 (23,2)	10 (8,0)	2,15 (0,88)
Working hours (N=126)	25 (19,8)	37 (29,4)	36 (28,6)	28 (22,2)	2,53 (1,05)
Paid holidays (N=124)	35 (28,2)	34 (27,4)	36 (29,0)	19 (15,3)	2,31 (1,05)
Colleagues (N=125)	78 (62,4)	35 (28,0)	10 (8,0)	2 (1,6)	1,49 (0,71)
Supervisors (N=125)	74 (59,2)	40 (32,0)	7 (5,6)	4 (3,2)	1,53 (0,75)
Public transactors (N=124)	70 (56,5)	42 (33,9)	11 (8,9)	1 (0,8)	1,54 (0,69)
Natural environment of work (N=125)	39 (31,2)	54 (43,2)	21 (16,8)	11 (8,8)	2,03 (0,92)
Material environment of work (N=125)	38 (30,4)	51 (40,8)	26 (20,8)	10 (8,0)	2,06 (0,91)

From the above Table 10 it can be seen that the greatest difficulties faced by transference teachers in their new working position have to do with the "working hours" (aver=2.53), the "paid holidays" (aver=2,31) and the "workload" (aver=2.15) as all these values are > 2 and therefore above the average. As to the subject of the new job, teachers do not seem to have serious problems (aver=1.90 , SD=0.87) as 78,4% of the respondents indicate that the new subject of their new work creates "not at all" to "a little" problems. It is important to mention that the majority of transference teachers declares that there is "not at all" difficulties in relation to colleagues (62.4%), the supervisors (59.2%) and the public transactors (56.5%). The material environment (aver=2.06, S.D.=0.91) and the natural environment (aver=2,03, S.D.=0.92) of the new work appears not to create difficulties for transference teachers.

Table 11 frequency allocation and relevant frequencies % of the differentiation in treatment from officials

Differentiation in treatment from officials	Frequency	Relevant frequency (%)
Yes	30	23,8
No	96	76,2
Total	126	100,0

Table 12 frequency allocation and relevant frequencies % of the differentiation in treatment from current employees

Reasons of differentiation in treatment from current employees	Frequencies	Relevant frequencies (%)
Lack of administrative knowledge by transference	9/30	30,0
Different culture between "old" and "new" administrative employees	18/30	60,0
Different culture between transference and current administrative employees	14/30	46,7
Handling by the head of the department	6/30	20,0
Other	6/30	20,0

In Tables 11 and 12 we see that 23,8% of transference teachers consider that there is no differentiation in their treatment from officials in their new working position. This diversification is mainly a result of the different culture between "old" and "new" employees (60%) and of the different culture between transference teachers and administrative personnel (46.7%). In addition, teachers who believe that they receive different treatment from current administrative employees (30%) consider that this behaviour is due to the lack of administrative knowledge of transference, while 20% of them believe that the existence of this differentiation is due to the treatment by the head of the department and 20% believe that this is due to other reasons, such as the different educational level between old and new administrative staff.

Professional Development

The views of the teachers regarding the educational factors of professional development in their new job as well as the method and frequency with which their professional development is promoted by the host institution were investigated in our analysis. Table 13 shows that the factor who obtains the highest percentage and the first ranking place is the "cooperation with colleagues" (26.2%). Obviously transference teachers believe that good cooperative relations in the workplace will help them learn better their duties and achieve their professional development. This is confirmed by the theory of McGregor which gives "emphasis on the recognition of the interdependence within organizations" and by the theory of Herzberg which lists among the factors of environmental and sanitarian conditions of work "good relations with colleagues and superiors" (Saitis, 2008: pp. 51-59.)

The factors "continuing education and training", "cooperation with colleagues" and "introductory education and training" are considered by the teachers very important for their continuous professional development, as their ranking in the first three positions of the hierarchy declares. The next important factor is the "guidance by experienced colleague in the particular work", since the highest evaluations of this factor appear in the 2nd, 3rd and 4th place. The "guidance from the supervisor" is also a significant factor for the teacher's professional development, since it is ranked in 3rd, 4th and 5th position from about 50% of the responders. The factor "personal investigation on the subject of work" ranks in 4th and 6th place, indicating a moderate significance for the teachers. The factors "participation in scientific events", "search for knowledge on the internet" and "attending a master's program" rank in the last three positions of the hierarchy, proving they are not considered important for the professional development of transferred teachers. We suspect that this finding is

related to the fact that workers do not seek the acquisition of theoretical knowledge but the application of theory in practice, as indicated in the work of Karagianni (2012). The classification of a “master’s program” in the last positions may be associated with both the previous finding and with the current economic situation since most of the available programs require fee payment. Another reason could be the long time required for a master’s program study, since teachers seem to prefer educational programs of short duration.

Table 1. Hierarchy and percentage of professional development factors in the new work

Factors of Professional Development	1 N (%)	2 N (%)	3 N (%)	4 N (%)	5 N (%)	6 N (%)	7 N (%)	8 N (%)	9 N (%)
Continuing education and training (N=122)	30 (24,6)	19 (15,6)	15 (12,3)	11 (9,0)	19 (15,6)	11 (9,0)	11 (9,0)	4 (3,3)	2 (1,6)
Participation in scientific events (N=121)	3 (2,5)	8 (6,6)	8 (6,6)	10 (8,3)	10 (8,3)	17 (14,0)	32 (26,4)	25 (20,7)	8 (6,6)
Cooperation with colleagues (N=122)	32 (26,2)	25 (20,5)	13 (10,7)	18 (14,8)	14 (11,5)	6 (4,9)	4 (3,3)	7 (5,7)	3 (2,5)
Search for knowledge on the internet (N=121)	2 (1,7)	8 (6,6)	5 (4,1)	12 (9,9)	18 (14,9)	14 (11,6)	19 (15,7)	26 (21,5)	17 (14,0)
Personal investigation on the subject of work (N=120)	11 (9,2)	10 (8,3)	15 (12,5)	18 (15,0)	13 (10,8)	19 (15,8)	12 (10,0)	13 (10,8)	9 (7,5)
Guidance from the supervisor (N=123)	6 (4,9)	6 (4,9)	24 (19,5)	19 (15,4)	18 (14,6)	16 (13,0)	14 (11,4)	11 (8,9)	9 (7,3)
Attending a master's program (N=120)	7 (5,8)	3 (2,5)	3 (2,5)	6 (5,0)	4 (3,3)	10 (8,3)	13 (10,8)	19 (15,8)	55 (45,8)
Guidance by experienced colleague in the particular work (N=121)	11 (9,1)	31 (25,6)	21 (17,4)	16 (13,2)	14 (11,6)	11 (9,1)	8 (6,6)	7 (5,8)	2 (1,7)
Introductory education and training (N=120)	22 (18,3)	14 (11,7)	20 (16,7)	9 (7,5)	12 (10,0)	15 (12,5)	6 (5,0)	10 (8,3)	12 (10,0)

Table 2. Frequency distribution and Relevant frequencies % regarding the methods of promoting professional development

methods of promoting professional development	Never N (%)	Rarely N (%)	Often N (%)	Total N (%)
Education and training	66 (52,4)	54 (42,9)	6 (4,8)	126 (100,0)
Participation in scientific events	64 (51,2)	56 (44,8)	5 (4,0)	125 (100,0)
Cooperation with colleagues	2 (1,6)	22 (17,6)	101 (80,8)	125 (100,0)
Guidance from the supervisor	13 (10,4)	43 (34,4)	69 (55,2)	125 (100,0)
Introductory education and training	98 (78,4)	26 (20,8)	1 (0,8)	125 (100,0)
Guidance by experienced colleague in this particular work	13 (10,4)	32 (25,6)	80 (64,0)	125 (100,0)

Regarding the methods applied by the host for the professional development of transference teachers we realize that "cooperation with colleagues" (80.8%), "guidance from experienced in this particular work colleague" (64%) and "guidance from the supervisor" (55,2%) are used more often (Table 14). "Education and training" and "participation in scientific events" are rarely or never applied, according to 96% of the transferred teachers. Finally, "introductory education and training" has been never implemented (78,4%) or it is rather rarely applied (20.8%).

Differences in the Characteristics of the Sample

In the statistical processing of the data it was checked whether the "reasons for transference", the "difficulties in the new job", the "professional satisfaction" and "professional development" of transference teachers differ as to the characteristics of the sample.

Professional Development and Sample Characteristics

The statistical analysis tested whether the views of teachers for their professional development and growth differ according to their characteristics. Table 15 shows that the evaluation of the factors "personal investigation on the subject of work" (p-value=0.018) and "guidance from the supervisor" (p-value=0.028), differs statistically significant regarding to the gender of the teachers. In particular, women appear to show lower average evaluation of significance to these factors and thus to prioritize them higher for their professional development, in relation to men. Women appear to have greater confidence in themselves, for what they "discover" themselves in the new environment since "personal investigation" is ranked at a higher position. Besides, it seems that they accept to a greater degree the "expertise" of their supervisor, which perhaps shows their insecurity.

Table 15. Significance Investigation of teachers' "Professional development" regarding to gender

Factors of Professional development	Gender			p-value
	Male Mean Rank	Female Mean Rank	Mann Whitney	
Continuing education and training	52,88	65,55	1282,5	0,062
Participation in scientific events	58,20	62,28	1470,5	0,546
Cooperation with colleagues	55,08	64,40	1352,0	0,170
Search for knowledge on the internet	53,72	64,33	1300,5	0,118
Personal investigation on the subject of work	71,47	55,41	1141,0	0,018
Guidance from the supervisor	72,43	57,34	1218,5	0,028
Attending a master's program	60,51	60,49	1557,5	0,998
Guidance by experienced colleague	68,47	57,58	1293,0	0,108
Introductory education and training	58,82	61,28	1494,0	0,716

The perspectives of teachers about the factors of their professional development do not appear to differ in by their age. It was found, however, a statistically significant diversification of the factor "guidance from experienced colleague" regarding the marital status (p-value=0.036) and the education of the teachers (p-value = 0,033).

Specifically, transference teachers indicating divorced or widow as well as those who have another degree in addition to their Bachelor's first degree, display lower average evaluation on the "guidance from experienced colleague" and therefore they believe it is more important for their professional development in relation to the single or married teachers and in relation to those who have only their main degree or those who are in possession of a postgraduate or doctorate degree. Especially for those who have postgraduate or doctorate title this is expected because they may consider themselves to be "superior" (Table 16).

		N	Mean Rank	Kruskal-Wallis	p-value
Marital / Family status	Guidance from experienced colleague				
	Single	25	63,04		
	Married	87	63,37	6,657	0,036
	Divorced / widow	9	32,39		
Educatio n	Guidance from experienced colleague				
	PhD/ Master's	27	60,72		
	Other Degree	17	41,29	6,796	0,033
	Bachelor's Degree	77	65,45		

The factor "introductory education and training" shows statistically significant diversification regarding the years of service of transference teachers (p-value=0.002) for their "professional development".

Table 17 shows that school teachers with less than 10 years of work experience, show lower average size (mean rank=52,62) in the factor "introductory education and training" and therefore they believe it is more important for their professional development in relation to teachers with at least 21 years work experience in education (mean rank=93,36). This could be justified by the fact that in the beginning of their career there is uncertainty and greater need to acquire abilities for future professional development.

		N	Mean Rank	Kruskal-Wallis	p-value
Work experience in Education	Introductory education and training				
	≤ 10 έτη	46	52,62		
	11-20 έτη	63	60,52	12,395	0,002
	≥ 21 έτη	11	93,36		

Conclusions – Discussion

The aim of the research is to investigate the views of transference teachers regarding their professional development in the new work and how it is promoted by the host institution.

"Cooperation with colleagues" is the factor which obtains the highest evaluation and ranks first in significance for the professional development of teachers. Very important factors considered "continuing education and training" and "introductory education and training", with the majority of the participants ranking them in the first three positions of the hierarchy. "Cooperation with colleagues" is a convenient strategy for development of the organization staff, rather effective and certainly inexpensive. The officials on the other hand perceived the "cooperation with colleagues" as more important because the colleagues seem to be almost the only experienced in the new working environment. However, both, "continuous" as well as the

"introductory training", are strategies, each organization should apply because these may expand the professional horizons of the employees. "Guidance from experienced colleague" and "guidance from supervisor" are important factors, while "personal investigation on the subject of work" is of medium importance. "Participation in scientific events", "search of knowledge on the internet" and "attending a master's" are ranked in the last positions.

So much in our research as in the research of Zaleska and de Menezes (2007), "guidance from experienced colleague" and "guidance from the supervisor" are important factors for professional development. "Continuing education and training" ranks first in the preference of the larger proportion of the sample in the study of Ifantis and Fotopoulos (2011) and also holds a leading position in the present study. In the same survey, "cooperation of colleagues" is only a very small percentage while the factors in the lower evaluations for professional development are the same in both surveys.

It is worth at this point to point out that transference teachers believe that their professional development will be achieved mostly with the "cooperation with colleagues". This may be due to the fact that they have not previous experiences, neither any general information for the functioning of the organization, the working conditions and the new duties of work, making them to rely mainly on the good will and the "diligent" of colleagues. We must bear in mind that education of our colleagues is not an additional cost for the organization, on the contrary, it is considered a very constructive as in-service training.

The most frequent method applied by the host institution for the professional development of transference teachers, is "guidance from experienced colleague" and "guidance from supervisor". "Introductory education and training" was not applied in almost any case. It is worth repeating that 96% of transference teachers stated that "education and training programs" and "participation in scientific events" are applied rarely to never. About 78,4% declared that "introductory education and training" has never been applied.

Organizations must provide incentives (March and Saimon, 1958, Boswell, Ren & Hinrichs, 2008) to meet the expectations of transference teachers (Porter and Steers, 1973, Boswell, et.al. 2008) and to keep in their new positions.

Sturges et.al. (2010), Anantharaman and Paul (2004), Kidd and Smewig (2001); Sturges et.al. (2001); Meyer and Smith (2000); Gaertner and Nollen (1989); Seema and Sujatha (2013) ascertain that the support of employees career leads to increase organizational commitment, while Meyer and Smith (2000, op. cit.) declare that the practices for professional development are factors predicting commitment.

Another issue the research is dealing with is the determination of the problems faced by transference teachers. We realize that the "work schedule", the "paid holidays" and "workload" are the main factors considered difficult and keeping skeptical the administrative officials.

The majority of transference teachers does not address any difficulties at all in their relations with colleagues, supervisors and the transacted public. The "few" difficulties attributed to "material and the natural environment" of the new job are rather related to the overall logistical state of public services in Greece, taking into account the present economic circumstances of the country which have further reduce the associated operational costs. This research reinforces the aspect that administrating offices suffer from lack of logistics, as it is mentioned also by Saitis (2008); Fouzas (2015).

To a large extent, transference teachers declare that there is no differentiation in their treatment by the permanent employed staff in the administration. However, the percentage of teachers which indicate that there is treatment diversification, believe that it is attributed mainly to the existence of a different culture between "old" and "new" officials and between transference teachers and administrative officials. This diversification is likely to be related to the fact that teachers have a more people-centered approach due to their studies and to their relation to children in contrast to the employee attitude of the administrative personnel toward common adults (Alexopoulos, 2010). Another reason to this diversion, even for a lesser extent, is the lack of administrative knowledge of transference and the treatment by the supervisor. The reception of new employed to the organization seems to be positive and this explains to a large extent the positive view of the transference teachers.

The treatment differentiation regarding to gender is associated with the "problems with colleagues", where women are facing more in relation to men. We suspect that this is attributable to the different perception and treatment of relations and, more generally, to different characteristics of the personality of the two sexes. Transference teachers who have 3 to 5 years are facing greater difficulties with their colleagues, compared to those who have more or less years of administrative experience.

A statistically significant difference in the opinions regarding the "workload" has been detected in respect to the age of transference teachers. Those under 50 indicate that the workload creates a greater problem compared to those older than 50 years. Employees with at least 6 year experience in administrative posts judge "workload" as a lower significance problem.

Transference teachers in the secondary education administrative offices face greater difficulties regarding the "natural working environment" compared to those employed in primary education, probably because the logistical conditions are obviously worse in the secondary. The teachers of primary education face more problems with the transacted people compared to other disciplines.

The problems in the administrative position regarding the choice of transfer (optional or mandatory), appear to be related to the "natural environment" and are experienced to a greater extent by those who were forced to transfer and those who serve mainly to secondary education administrative offices. Perhaps this shows that the conditions in the primary education offices are better as it depicted in the previous finding.

Transference as a form of mobility of employees, by resigning-leaving a job and re-hiring to a new working position, is a means of reorganizing the public administration. This massive movement of workers through transference could contribute to reduction as well as to the reformation of the public sector, if there is concern for employees redistribution based on the needs of organizations, on the qualifications, skills, and the needs of the employees.

The results of the research show that "interpersonal relations in the working environment" is a significant factor for professional development. The organization is required to apply strategy for professional development of workers with the introduction of specific methods based on the real needs of every employee. Finally, the organization should "exploit" talented and experienced staff by strengthening the mentoring and coaching.

Proposals for Future Research

The transfer of teachers, as mentioned in the work, is not a new phenomenon, but the conditions under which some of them have been accomplished are a special feature. A future research to investigate the degree of satisfaction among those who were transferred after a longer stay in the administrative work would have been interesting.

Lately, many revocations of transference relating to teachers of specializations that were transferred from the secondary to the primary education, have been sent from the ministry of education to the education administrative offices. It is worth to investigate what are the reasons for transferred teachers to decide their withdrawal, and what are the difficulties and the problems that led them to return to secondary education.

Finally, it would be interesting the examination of professional development and the difficulties encountered by transference teachers in other organizations which do not belong to the ministry of education.

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