SCHOOL DEPUTY PRINCIPALS' SELF - ASSESSMENT AND THEIR ASSESSMENT OF THEIR WORK AND OF SCHOOL PRINCIPAL

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ABSTRACT: This study aims at investigating the school deputy principals' views on the following topics: 1-Their authority level regarding their tasks. 2-The variation in the authority of the school deputy principals in different schools. 3-The activities performed by them frequently. 4-Self-assessment and the ways of gaining experience. 5-Their assessment of the school principals. The participants of the study are 150 deputy principals from central districts of Ankara. However, data gathered from 122 subjects were used. The subjects of the study were randomly selected. Frequencies, aritmetical means, standart deviations of the data gathered through the survey questionnaire. The relation between the responses and the subjects' gender was analysed using t tests. And some suggestions regarding the topic are offered.

KEY WORDS: *School deputy principal, school principal, leader, authority, task, experience.*

ÖZET: Bu araştırmada, farklı cinsteki müdür yardımcılarının 1-Görev alanına ilişkin yetki dereceleri. 2-Yardımcıların yetkisinin okullara göre ne derece değişiklik gösterdiği? 3-Zamanlarını en fazla alan işlerin neler olduğu? 4-Kendini değerlendirme ve tecrübe kazanma yolları. 5-Okul müdürünü değerlendirme, üzerine görüşleri incelenmiştir. Araştırmanın evrenini Ankara'nın merkez ilçelerinde görev yapan ilköğretim okulu müdür yardımcıları oluşturmuş, random yöntemi ile belirlenen 150 müdür yardımcısı örneklemi meydana getirmiş ancak bazı nedenlerle 122 kişinin verileri üzerinde değerlendirme yapılmıştır. Anket ile toplanan verilerin yüzdelik dağılımları, aritmetik ortalama, standart sapmaları bulunmuş, cinsiyetin sorularla ilişkisine t testi ile bakılmış, bulgular doğrultusunda öneriler getirilmiştir.

ANAHTAR KELİMELER: *Okul müdür yardımcısı, okul müdürü, lider, yetki, görev, tecrübe.*

1. PROBLEM

Since the work load of school principals is extremely excessive, their other tasks such as, educational planning and evaluation, monitoring the courses, meeting with teachers are negatively influenced [1, 2].

Therefore distributing the responsibilities to deputy principals becomes a necessary strategy for them to manage the educational activities [3].

In the related literature, the school, head deputy principal and the school deputy principal are defined as follows: The school head deputy principal is a person who performs the tasks of the school principal when he is not on his duty and who carries out the tasks ordered by the school principal. The school deputy principal is a person who is responsible for such activities as education, administration, delivery of educational materials, security, nutrition, cleaning, public relations and also who is responsible for performing such activities in accordance with the objectives of the school [4].

The authorities given to the school deputy principals regarding important responsibilities and activities are necessary not only to realize their participation but also to increase the productivity. Additionally it is their right. The school deputy principal as on educational administrative position requires special qualifications, it is different from being a teacher in a school. Those who worked as a teacher before working as a school deputy principal also state different aspects [5], because the latter has responsibilities related to the curriculum and administration in addition to teaching. Their basic stress source is their administrative responsibilities and the problems they face [6,7].

The principal's deputies who are the second educational leaders in the school are expected to

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have administrative experience concerning the following topics [8, 9]. Curriculum development, assisting the school principal, managing the administrative sources, personnel development, external relations, meeting the teachers' needs, financial matters, budget, computer literacy, motivating the personnel, organizing the school buses, and canteen. However, gaining experience on the topics mentioned above is related to the school principal's attitude. Therefore, important responsibilities must be given to the school deputy principals.

On the other hand, although the school deputy principal as an educational position is an important step to school principal [9], its tasks and responsibilities are not specified completely [10]. Review of the literature indicates that the topics studied are as follows; the reason of the importance of the school deputy principal in schools by Harvey and Sheridon [11]; their responsibilities, their difficulties, the activities performed by them frequently, their stress sources by Hartzel and Others [5], Helps [12], Harvey [13], Doring [7], Keith [14], Michel and Others [15], Richardson [16] etc. In Turkey there is no study which deals with the school deputy principals in detail.

Studying the qualities of the school deputy principals is considered as valuable since his function is important for the school works.

1.1. Purpose

Also this study examines the school deputy principals' views on the following topics; 1- Their authority level. 2-Variations in their authority in different schools. 3-Their frequent activities. 4- Their self-assessment and the ways of gaining experience. 5-Their assessment of the principal. These views are analysed in relation to their genders.

2.METHOD

2.1.Sample

The participants of the study are the school deputy principals of basic education schools in

central districts of Ankara in 1996-1997 school year. 150 participants were determined randomly. However, the analyzed data belong to 122 school deputy principals. Table-1 indicates the gender, age and professional experience of the participants.

As shown in Table-1, the rate of female school deputy principals is 24%, of male school deputy principal is 76 %. Half of the sample is in the ages of 31-40. Their professional experience can be stated as follows; 3 % has a professional experience of 1-5 years, 18 % of 6-10 years, 21 % of 11-15 years; 28 % 16-20years; 21 % 21-25 years, and 10 % has more than 25 years experience.

Table1. Characteristics of Sample Group

Characteristics	Group	Number	(%)
Gender	Female	29	23,8
	Male	93	76,2
Age	21-30	11	8,9
	31-40	62	50,4
	41-50	47	38,2
	51+	3	2,4
Professional	1-5 years	3	2,8
Experience	6-10	22	18,0
	11-15	26	21,3
	16-20	34	27,9
	21-25	25	20,5
	25+	12	9,8

2.2. Instrument

The instrument of the study is a survey questionnaire with 28 items which was developed by the author. It was administered to the subjects through the permission of Ministry's Research and Planning Council (APK). Before developing the questionnaire, the related literature was reviewed and also necessary recommendations were taken from the specialists. The survey questionnaire includes two parts. In the first part, the data on the subjects' age, gender and professional experience were gathered. In the second part, the items were directed toward the following topics; Their autho-

rity level, variations in their authority in different schools, their activities, their self-assessment and the ways of gaining experience, their assessment of the principal.

2.3. Data Analysis

The responses were classified in terms of frequency (f), arithmetic means (x), standard deviation (ss) and also to develop a correlation between the responses and the subjects' gender, t tests were employed. The level of meaningfulness of the responses is. 05).

3. FINDINGS AND DISCUSSION

The significant findings are stated below. All the findings are given in the original study.

3.1.Their authority levels

The question "is there any significant difference between male school deputy principals and female school deputy principals in their views regarding their authority? was analyzed. Table-2 indicates the mean, standard deviation and frequency and also results of t tests of the first four items.

Table 2. The Tasks That School Deputy Principals Perceive Themselves As Having Authority And the Results of t Tests

Items	x	ss	%	t
1. Organizing the cleaning of the school	3,96	0,93	74	0,95
2. Providing the protection of the school material.	3,92	1,01	71	0,32
3. Organizing the teachers' turn.	3,56	1,27	57	-1,62
4. Organizing the teachers' course schedules	3,44	1,44	57	-1,80

* Percentage includes pozitive responses.
* * The difference of p>.05 is unsignificant.

As it is shown, the subjects agree that they are given authority for organizing the cleaning of the school, protecting the school materials, organizing the teachers' work. This finding suggests that their administrative authority is not sufficient. Also it is found out that their work domain is very narrow. However, increase in their responsibility and authority is a necessity to improve their awareness related to their task and to strengthen their positions [10,17]. School deputy principals can participate in both curriculum development and personnel improvement [13,18]. However, since the authority and task of school principals are not efficient [19], this finding seems to be reasonable.

Since the other responses are not differentiated according to gender, these are not presented. Therefore it suggests that school deputy principals, despite their different genders, share the same views regarding their authority.

3.2. Differences in the tasks and authority of the school deputy principals according to different schools.

The responses of the related question is given in Table-3 in terms of frequency, standard deviation, mean and the results of t tests.

Table 3. The Rate of Differences in the Tasks and Authority of the Schools Deputy Principals in Different Schools.

x	ss	%	t
3,51	1,12	56	-1,25

* The percentage includes positive responses.
** The difference of p> .05 is unsignificant.

As Table - 3 indicates, more than half of the school deputy principals think that their tasks and authority differ in various schools. Since their tasks and authority vary depending upon the school principal, this finding seems reasonable. However, school deputy principals must have necessary education and necessary information about the school as an organization[20].

3.3. The activities that are performed mostly by school deputy principals.

Table-4 shows the frequency, mean, standard deviation and t tests results regarding the activities performed frequently by school deputy principals.

Table 3. The Most Frequently Performed Activities by School Deputy Principals.

Items	x	ss	%	t
1. Correspondence	4,11	0,94	83	-0,40
2. Activities related to school work.	3,83	0,86	65	0,18
3. Meetings (Administration, teachers, parents, class leaders etc.)	3,78	0,87	64	0,98
4. Personnel's private matters.	3,41	0,98	51	-0,25
5. Social activities	3,33	1,07	43	0,28
6. Disciplinary activities	3,15	0,96	36	0,07
7. Controlling the cleaning tasks.	2,79	0,95	25	0,50
8. Lecturing	1,43	0,77	25	0,06

* The percentage includes positive responses.
** p>. 05 unsignificant.

Table-4 shows that the activity performed mostly by school deputy principal is correspondence. The other activities are those related to school work, meetings. and personnel matters. However, since they spend much of their time outside the school, they cannot perform their administrative functions effectively [12]. It is important for school deputy principals who will become school principal to have necessary information and skills related to time management[21, 22]. This finding can be stated as school deputy principals spend much of their time in administration rather than education.

3.4. The school deputy principals' self assessment and their assessment of proffessional experience and of school principal.

Table 5. The School Deputy Principals' Self-Assessment and their Assessment of School Principals and of Ways to gain Experience.

Items	x	ss	%	t
1. Being an ideal deputy school principal	3,83	0,86	51	0,18
2. Contributing the personnel development	3,48	0,94	56	-0,12
3. Having opportunity to acquire experience in school.	3,78	0,87	61	0,60
4. Ways to acquire experience	—	—	—	1,11
— From school principal	—	—	18	
— Through my own attempts	—	—	66	
— From my colleguaus	—	—	17	
4. Consistency between the deputy school principal's personality and school principal's personality.	3,55	0,99	56	0,41
5. Influencing school principal	3,38	0,88	43	0,26
6. School principal's desire to work with his deputy	—	—	———	0,06
— Higher	—	—	72	
— Lower	—	—	8	
— Uncertain	—	—	10	

* The percentage includes positive responses.
** p>. 05 unsignificant.

Table 5 shows the responses of school deputy principals concerning self-assessment and assessment of professional experience and of school principal. In terms of frequency, mean, standard deviation and results of t tests.

Table-5 indicates that more than half of the school deputy principals perceive themselves as an ideal deputy school principal. They believe that they contribute to personnel's improvement and they think that they have opportunity to acquire experience in the school in which they work. The school deputy principals also state that their own attempts are the source of acquiring experience. This finding suggests that the deputy school principals have administrative leader qualities and that they develop their skills. Relating it with the first finding indicates that despite their skills, their work domain is not sufficient. Furthermore, the finding is consistent with that of Jayne's work [8].

In their assessment of school principle, they regard their school principal consistent with themselves in terms of personality. The school principals seem to be pleased with working with them. And it is reported that the deputy school principals could influence the school principals. Consequently the school deputy principals working in basic education schools can develop integrated relationships with the school principals. In the schools where the group's uniformity sense is developed [23) school principal and his deputies must share all the information about the school organization [24] like all managers, school principals need deputies whom they can trust and cooperate with [25].

4.CONCLUSION AND SUGGESTIONS

Skills are important for inviduals to become perfect. Strategic administration must be carried out by skilled and efficient school and also by his deputy. It is important their cooperative work and furthermore their development of a model to improve the school work. As Jayne states [18], despite their similarities, there are certain differences

between them and their harmony makes the school management stronger.

This study assumes the importance of incilasing the management of basic education attempts to determine the work domain of deputy school principals, differences in their work domain in different schools, the activities performed by school deputy principals, their self-assessment and their assessment of school principals and also how they acquire administrative experience.

The study concludes that school deputy principals think that they have authority concerning cleaning, protecting school materials, organizing teachers' turn, and teachers' weekly course schedule. However, their views regarding their authority vary according to different schools. Regarding their activities, the most performed ones are correspondence, school work and meeting. School deputy principals view themselves as an ideal administrator and they believe that they contribute to teachers' development. They also think that there is opportunity to gain experience in schools. And they state that they gain experience through their attempts. Findings indicate that there is a consistency between school principal and deputies in terms of personality. And school deputy principals seem to influence school principal. Furthermore school principals tend to work with their deputies instead of working alone. There is no significant difference between female and male school deputy principals.The following suggestions are offered in accordance with the findings of the study. School deputy principals must have necessary information and skills, they must have opportunity to enrich their experience. Since lack of necessary information limits the deputy principal's educational leadership, in-service training courses must be provided. Some clerical works that are actually carried out by deputy must be performed by some other personnel such as clerk. In the schools where there are two deputy principals, a well balanced work load must be given to each.

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