Evaluation of Assistant Principal Roles and Jobs at School in the Context of Henry Mintzberg's Managerial Roles

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Abstract

Organizations aim at achieving their objectives with their personnel. One of the personnel of a school, which is also an organization, is the assistant principal. Assistant principals are the personnel managing the school with the school principal. This study aims at presenting how assistant principals interpret their roles and jobs in managing the school by considering Henry Mintzberg's opinions on the roles and jobs of managers. This study was carried out with a qualitative research method and phenomenological pattern. The data resource of this study was the interview. Twenty assistant principals participated in this study. There were two themes as a result of this study. These are the roles and jobs of assistant principals. Assistant principals have many roles and jobs in the school that are interrelated and complementary. These are bureaucratic and they affect education. However, this is not something that assistant principals want. In addition to this, it was seen that the data collected from this study and the opinions of Henry Mintzberg generally supported each other. The main reason for not supporting each other is thought to be the scope of the current study. The last section of this study included recommendations.

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Introduction

The personnel of the organizations is expected to work effectively and efficiently to maintain their existence. In this regard, personnel should play specific roles. An organization includes the behaviors expected from its personnel associated with the role, authority and status (Bursalıoğlu, 2000, p. 200) According to Mintzberg (1973, p. 59), the managers in an organization have ten roles. These roles are shown in Figure 1.
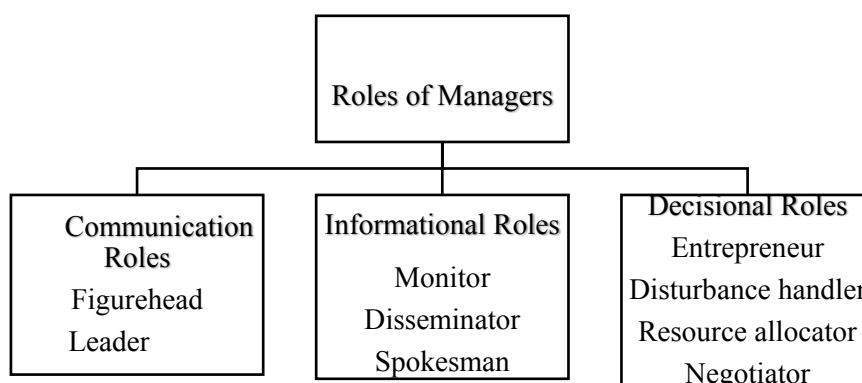

Figure 1. The Roles Of Managers (Retrieved Mintzberg, 1973, p. 59)

According to Figure 1, there are three roles of managers. There are sub-roles under these roles. These roles emphasize communication, information and decision making. As in any organization, there is personnel who need to play certain roles in educational organizations. One of these is the assistant principal. Regarding the determinant points of assistant principals; Keever-Hager (2012) emphasizes management of financial affairs at school, individual and professional development and strategic leadership; Barnett, Shoho, & Oleszewski (2012) emphasize meeting the expectations regarding performance and time management, establishing a robust interaction with the environment and having knowledge about the development of school and teachers. There are various evaluations in literature considering what the roles are. Tahir, Musah, Panatik, Ali & Said (2019) draw attention to the educational and administrational roles while Brown (2001) draws attention to evaluating, coordinating, assisting and controlling roles. Lee, Kwan & Walker (2009) states that personnel affairs have important roles among the roles played. Domel (2001) draws attention to the roles regarding student discipline, attending events and managing the school. However, when fulfilling these roles, the important things are the determination of jobs, healthy communication, and problem-solving skill (May, 2001; Teyfur, 2011).

The role of an assistant principal as a school manager is intertwined with his/her job (Bursalıoğlu, 2000, p. 200) and complements each other (Mintzberg, 1973, p. 127). Role-job interaction is represented in Table 1.

Table 1. Eight Management Job Types

Job Type	Key Role (s)
1. Contact man	Liaison, figurehead
2. Political administrator	Spokesman, negotiator
3. Entrepreneur	Entrepreneur, negotiator
4. Insider	Resource allocator
5. Real-time manager	Disturbance handler
6. Team manager	Leader
7. Expert manager	Monitor, spokesman
8. New manager	Liaison, monitor

Adapted from (Mintzberg, 1973, p. 127).

According to Table 1, there are different role descriptions for different job types. However, it is seen that there is a strong connection between jobs and roles. Table 1 was compared with the research data in the findings and comments section of this study. It is seen that there are studies considering the jobs of assistant principals in literature, but the number of these studies is limited. Regarding the jobs, Mintzberg (1973, p.171) states that managers have jobs in different fields and emphasizes communication skills. While Lim (2019) describes the jobs of assistant principals as school affairs and educational affairs, Barnett, Shoho & Oleszewski (2012), Mattocks (2016), Nieuwenhuizen (2011), Rintoul & Bishop (2019) emphasize that the jobs and responsibilities of assistant principals have changed, developed and have been increasing. Besides administrational jobs, they list jobs such as following up the personnel, leading the personnel, managing the workload and time, following the jobs for the stakeholders, following the program and teaching jobs, responding to the expectations both inside and outside the school. Best (2016) describes the jobs of assistant principals as teaching, observing teachers, evaluating, classroom meetings, updating school development plans and objectives, meeting with the new teacher candidates, enabling the personnel to do the bureaucratic works, reviewing the developments with the school principals, and following the programs and practices related to the students. Hausman, Nebeker & Mc Creary (2001) express that the jobs of assistant principals are student-centered. In addition to this, assistant principals have jobs such as responding to the needs and developing problem-solving behaviors. Gaston (2005) evaluates the jobs of an assistant principal as student affairs in general and discipline affairs in specific. Like other jobs, Gaston refers to interacting with teachers and other personnel and keeping track of activities. However, the importance order of these jobs may vary. Döş & Savaş (2015) reveal that school managers have many jobs focused on student success. They list these jobs as taking precautions for the needs of the school such a physical structure and equipment, increasing the motivation of teachers, organizing social activities in cooperation with the environment and dealing with the students' problems.

It is reflected in the studies that there are aspects to be considered in performing these specified jobs. Goldbeck (2004) lists the things to be considered when performing these jobs as

addressing the expectations of school principals, contributing to the school culture and climate, observing, controlling and evaluating the jobs and individuals in the school, being able to create effective strategies with people, being able to cope with problems, and contributing to a safe and effective learning environment at school. Hite, Williams, Hilton & Baugh (2006) state that age, experience, and job-based professional maturity is important when it comes to school management. On the other hand, Kotnis (2004) draws attention to the bureaucratic structure. In the bureaucratic structure, the balance between managerial affairs and educational affairs should be considered. In another study focusing on structure, Lennon (2009) emphasizes that attention should be paid to the management style since the management style in school affects the atmosphere in the school. This is because the positive atmosphere reflected the teachers will have positive effects on the students and parents. The work of school managers in mutual understanding enables the problems to be solved more effectively. Success in school is affected directly by the atmosphere and bureaucratic structure in school. Nieuwenhuizen (2011) reveals that the effect reflected on the school may be in the form of different emotions such as sadness and joy appearing from time to time. The researcher of this study states that the fulfillment of jobs is directly linked to the success of the school. Rintoul & Bishop (2019) emphasize that assistant principals are not able to focus adequately on the job of leading the school and students expected from them because of their administrational jobs. Nevertheless & Doğan (2005) states that assistant principals are eager to perform their jobs and their motivation is high. According to the results of that study, the assistant principals stated that they were pleased to participate in the education and training activities and developments that will have a positive effect on the school and that they were not satisfied considering the physical environment and wages. Tahir, Musah, Panatik, Ali & Said (2019) reveal that the assistant principals have a stressful job due to the constant interest in various areas. They emphasize that the missing information given in performing their jobs has a negative effect. In addition to this, the problems caused by some families and failure to agree with the school principal constitute a problem for assistant principals. Lim (2019) reveals the effect of the jobs as limiting the time allocated for private life. However, considering the factors supporting assistant principals in performing their jobs, Coleman (2007) and Mattocks (2016) mention school principals; Postell (2012) mentions relationships with the superiors and subordinates, working conditions, personal values, and beliefs; Sevier (2002) mentions harmony between the parties at school; Khaparde, Srivastava & Meganathan (2004) mention the implementation of participatory management style; Kim & Kim (2005) mention taking the environment into account.

Another remarkable point is which jobs should be handled first by the assistant principals. Burkett (1990) reveals that the activities for education and training program should be handled first while jobs related to the physical structure such as buildings are not a priority. Similarly, Brown (2001) and Sun (2011) reveal that there is a difference between what the assistant principals want to do and what they do. According to the researchers, administrational affairs (such as student

disciplinary affairs, paperwork, and conference to the parents) require more attention while dealing with education and training programs remain below expectations.

Two legal texts include the roles and jobs of the assistant principals in the Turkish education system. These are the Ministry of National Education (MoNE) Regulation on Secondary Education Institutions and the Ministry of National Education Regulation on Preschool Education and Primary Education Institutions. In the above-mentioned regulations, the job areas that determine the roles of assistant principals can be classified as administrational or office affairs, student affairs, education, and training affairs and personnel affairs (MoNE, 2013; 2014).

The main factor for determining the subject of this study was that there was a limited number of researches on the assistant principals in the related literature. For example, it was seen that there were only two researches (Baş, 2016; Gökkaya, 2013) addressing the assistant principal in the National Thesis Center in Turkey. In addition to this, when conducting a literature review on the subject, it was determined that it was handled in the context of school principals rather than assistant principals and, therefore, not only the assistant principals but also the school principals were included in the study. Another remarkable issue is that the studies conducted in the field of school management mostly adopted school principal-centered approaches. When the subjects investigated are analyzed, it is striking that the subjects mostly focused on leadership, success, mentoring and assignment. In the studies conducted abroad, it is seen that assistant principals have jobs such as supervision and evaluation which are not expected from the assistant principals in the Turkish education system. This means that this issue should be handled in terms of the Turkish education system, too. With the research conducted, academic members are expected to address the assistant principals from different perspectives. In the context of those guiding the Turkish education system, it is expected to offer a different perspective in terms of decision making and determining the regulation for assistant principals.

This study aims at presenting how assistant principals interpret their roles and jobs in managing the school by considering Henry Mintzberg's opinions on the roles and jobs of managers. In line with this framework, the following questions were investigated:

1. According to the assistant principals, what are the roles of an assistant principal in school?

2. According to the assistant principals, what are the jobs of an assistant principal in school?

3. To what extent do the data obtained about the assistant principals match with Henry Mintzberg's findings regarding the roles and jobs of managers?

Methodology

In this section of this study, information regarding the method is explained by referring to the related literature.

Research Method and Design

This study carried out with a qualitative research method and phenomenological pattern. Creswell (2016, p. 44) expresses that a qualitative research model aims to reveal human life and how it can make sense of this life from the perspective of the participant. While Christensen, Johnson & Turner (2015, p. 408) emphasize that phenomenology is a pattern in which the researcher tries to explain how the participants experienced a situation, Ersoy (2016, p. 55) emphasizes that it is a pattern used by the researcher based on an in-depth study and understanding of the participant's facts concerning his/her experience and as objectively as possible. In addition to this, there is an effort to understand and make sense in this pattern, which is the core of a qualitative research model.

It can be said that three points were effective in determining the method and pattern of this study. First, the opinions of three academicians with different academic statuses who conducted studies in the field of educational management and by using qualitative research methods were consulted. The researchers whose opinions were consulted stated that the expression of the participants' opinions based on their experiences was following the specified method and pattern. Second, the opinions of two assistant principals likely to participate in the study were consulted. The assistant principals who provided their opinions stated that this study focused on their life at school. Third, and last, the researcher of this specific study had experience in this field as he worked as an assistant principal for eight years. It is thought that these experiences will contribute to the interpretation of the findings.

Study Group

The study group consisted of twenty assistant principals. The data regarding the participants are shown in Table 2.

Table 2. Participant Information

Gender					
Male				Female	
16				4	
Branch					
Classroom Teacher	Religious Culture and Moral Knowledge Teacher	Science and Technology Teacher	Mathematics Teacher	Information Technology Teacher	Preschool Education Teacher
10	2	2	2	2	2
Professional Seniority					
0-5 years	6-11 years	12-17 years	18-23 years	24 years and over	
0	9	5	5	1	

Management seniority			
0-5 years	6-11 years	12-17 years	18-23 years
14	4	1	1
School type			
Preschool	Elementary School	Secondary School	High school
2	10	6	2

According to Table 2, it can be said that this study included assistant principals with different properties. The participants were selected from different gender, branch, professional seniority, management seniority, and school type. As the assistant principals with whom the researcher communicated in formal and informal environments were included, an easy access sampling method was used in this study. Yıldırım and Şimşek (2011, p. 113) state that easy access sampling method provides two advantages for the study: It is economic, and it contributes to the fast progressing of the research. In addition to this, the snowball (chain) sampling method was also used as the participants directed the researcher to the other participants who could contribute to the study. According to Miles and Huberman (2015, p. 28), chain sampling aims to reach people who are rich in knowledge through people who know them and enable them to contribute to the study. Finally, as the assistant in school types in different socio-economic environments were included in this study, the maximum diversity sampling method was used. Christensen, Johnson & Turner (2015a, p. 176) state that this sampling method can be used for different situations involving a wide range of data collection and analysis. The literature and data were decisive in the sample size. As the data are analyzed, obtaining similar data suggests that the number of participants reached is enough. It is understood from the literature that there is no specific number for sample size and this number is left to the initiative of the researcher (Merriam, 2015a, p. 79; Patton, 2014, p. 244).

Data Analysis Process

The data resource of this study was the interview. The interview form was formed as follows: A draft interview form was formed by reviewing the related literature. Then, an evaluation was made on the draft form created by the two assistant principals planned to be interviewed and three academicians who conducted research using qualitative research methods in educational management. In addition to this, help was received from a Turkish teacher for language use and expression. Then, the interviews were made with the two assistant principals by using the form created. After the interviews were documented, evaluations were made again with the two assistant principals and three academicians mentioned before. One main and five probe questions were removed from the interview form. The interview form included 10 main questions and 14 probe questions. Three main questions were about research ethics, research method and the issues added to the research. Based on the experience of the participants, the roles and jobs of an assistant principal were questioned in this interview form. Probe questions were also used in this interview to explain the subject better as well

as the main questions and to get more intense information about the subject (Merriam, 2015b, p. 98). The data were recorded using a voice recording device to prevent possible data losses. Attention was paid to obtaining, decoding and analyzing the data in the process. According to Glesne (2015, p. 256), the analysis of the data is a process for systematizing, organizing and revealing the connections between the data. A descriptive analysis technique was used in the analysis of the data. According to Yıldırım and Şimşek (2011, p. 224), in descriptive analysis, the opinions of the participants should be put into the research intensively and meaningfully. The aim here is to present the thoughts put forward as a whole in a cause and effect relationship. The descriptive analysis was reflected in the study as referring to the opinions of the participants that can contribute to the research by quoting and making inferences from these quotes. Content analysis was also conducted in this study. According to Krippendorff (2004, p. 18), the main thing in content analysis is to reach new meanings by making inferences from the texts. The analysis of the texts should be handled systematically to reach new meanings. Thus, different information about the subject can be accessed. The content analysis is reflected in the study as reaching subcategories, categories, and themes from the interview data. In this regard, two themes, three categories, and eleven subcategories were reached in this study (Table 3). According to the Table 3, assistant principals have many and diverse roles that affect both his/her personel and professional lifes.

Validity-Reliability Strategies Used in the Study

To ensure the validity-reliability of this study, three of the strategies recommended by Christensen, Johnson & Turner (2015b, p. 405), were used. These strategies and their reflections in this study are as follows:

1.   External auditing: Evaluations regarding the whole process were obtained from the three researchers with different academic status. All stages of the study were reviewed with these evaluations.

2.   Quoting: After analyzing the interviews, opinions that could contribute to the research were reflected in the research report.

3.   Reviewer evaluation: Two researchers and an assistant principal unrelated to the study were asked to read and criticize the research report. The report was reviewed in line with the results.

Researcher's Role and Research Ethic

It is thought that the researcher has experience of teaching and working as an assistant principal in official schools allows him for the reflective explanation of the obtained data using opinions of the partipicants. Another consideration is related to the ethics of the research. This study was carried out by obtaining both individual and institutional permissions. Code names were

determined and used for the participants when referring to their opinions. Participant names were coded as AP1, AP2...

Findings

This section includes the data and interpretations obtained from the interviews. In addition to this, the interview data were compared with Henry Mintzberg's (1973, p. 127) opinions on the roles and jobs of managers (Tables 5 and 6).

Data Obtained from the Interviews

This section includes the findings obtained from the interviews and interpretations.

Themes and categories are represented in Table 3.

Table 3. Themes and Categories Emerged in Research

Theme	Category	Subcategory
Roles of an Assistant Principal	Roles played by an assistant principal in the school	Role based on academic success
		Role considering the stakeholders
		Role paying attention to social activities and projects
		Bureaucracy centered role
		The role focused on individual and professional development
Jobs of an Assistant Principal	Interpretation of the roles	Jobs
		Intensity-importance
		Considerations
		Effects of job
	Factors affecting the job	Facilitating factors
		Complicating factors

As can be seen from Table 3, the roles of an assistant principal are more than his/her jobs and these roles are more diverse. Remarkably, there are different points in roles and jobs.

Theme 1: Roles Of An Assistant Principal

This theme consists of one category and five subcategories.

Roles Played By An Assistant Principal İn The School

The responses of the participants to the questions about which roles they think they should play or which ones or to what extent they play these roles are represented in Table 4.

Table 4. The Roles Of Participants In The Organization

Role	Participants (AP)
Role based on academic success	2, 3, 5, 20
Role considering the stakeholders	2, 6, 12, 13, 14, 15, 16, 18, 19, 20
Role paying attention to social activities and projects	1, 2, 3, 5, 8, 13, 14, 15, 18, 20
Bureaucracy centered role	1, 4, 5, 6, 9, 10, 11, 13, 14, 15, 16, 17, 20
The role focused on individual and professional development	3, 7, 15

According to Table 4, the participants suggest that there are five roles of an assistant principal in the organization. However, it is striking that the role based on academic success and the role focused on individual and professional development are played less compared to the other roles.

The participants point to the bureaucratic role most among the roles played. The bureaucratic role is played compulsorily. Another feature of this role is that it requires more time compared to the other roles. This makes it difficult to play other roles properly and disturbs the participants. However, things would not work without this role in an organization. Opinions of some of the participants are as follows: *AP 1: "In the first place, we have routine works that we can never give up such as paperwork and bureaucratic works. It is not possible to delay these works; these are continuing in a certain order". AP 5: ..."For me, bureaucratic works, official corresponding,"... AP 6: "I have to spare more time for the bureaucratic works. Whether I want or not, I must do these works as it is my job. I do it because it has to be done. At this point, I face difficulties from time to time because I'm a teacher who loves his/her students and who contributes and loves contributing to their development.* It is understood from the opinions that bureaucracy is the basic element for the school.

The participants express their social activity roles as one of the roles that should be played. They care about the educational dimension of their students as well as their academic success. Opinions of some of the participants are as follows: *AP 2: "We try to stand out in social activities... What do we do? For example, one of the best activities we do is reading activities"... AP 13: ..."In addition to this, considering the social and cultural activities, we are carrying out activities with the help of our school counselors within the scope of the Selçuk Values Education Program (SVEP) which is common in our Selçuk district.* It is understood from the opinions that social activities are important for school.

The participants emphasized that the environment was with the school and the school was with the environment. They created various opportunities to come together. The specified role can also contribute to the solution of the problems that may occur at school from time to time. Opinions of some of the participants are as follows: *AP 13: "We constantly exchange ideas with the parents of our students". AP 18: "We have a role that considers the stakeholders. The assistant principal should have an active role that ensures the liaison between the teachers, students, and parents. I think it is*

our role to plan activities for ensuring the coordination for this and to implement these activities". The views show that there is a mutual interaction between the school and the environment.

The participants thought that they played their academic role less than other roles. The time allocated for bureaucratic roles and not interacting directly with the students suggest that this role is played less than other roles. Opinions of some of the participants are as follows: *AP 3: ..."Because concerning the academic success, activities and doing the bureaucratic works are compulsory jobs for us, we have to do these". AP 20: ..."In addition to this, an assistant principal has a role in academic success"*. Participants consider the academic role valuable for school development.

The participants thought that they didn't play individual roles and professional roles as well as the academic role. However, failure to fulfill this role can also lead to serious problems. Bureaucracy and conditions are thought to be effective in limiting this role. Opinions of some of the participants are as follows: *AP 3: "I think the role I mostly focus on is the one that takes the individual and professional works into account. This is because the others are the roles that we should take care of. The main area that determines whether we care or not is the individual and professional works. ...If we want to improve ourselves and want to perform this profession successfully, we need to perform some works for ourselves. These works will necessarily reflect on the others"*. Participants do not reveal that this role has reflections on both themselves and the school. However, it is understood that there are problems at this point.

Theme 2: Jobs Of An Assistant Principal

This theme consists of two categories and six subcategories.

Making Sense Of The Jobs

The participants generally perform the jobs assigned depending on the assignment of the school principal based on the related regulation. However, an assistant principal can also do the jobs that are not in his/her field of job informally or when his/her colleague is not there. The expression "an assistant principal performs the jobs given by the school principal" mentioned in the two regulations explains this aspect of the sense of the job. Two points draw attention in the sense of the job. The first one is that the distribution of the jobs by the school principal is considered. The second one is recording the works done, in other words, bureaucracy. Thus, it is aimed to do school works within a plan. However, even though the assignment is essential, the fact that the participants can do all the jobs and they are ready for these jobs is reflected in their opinions. The fact that the participants stated their opinions in the specified direction is also significant in terms of showing that the study group included enough participants. Opinions of some of the participants are as follows: *AP 4: ..."We have 3 managers at our school, of course, we shared the jobs. I'm doing these jobs". AP 6: "I'm doing all the works and procedures about the personnel, that is, the salaries, additional course fees and course*

programs of teachers. In addition to these, I'm carrying out the necessary works for the disciplinary board, parent-teacher association, and Education Financing Information Management System". AP 20: *"The school principal allocates the workload at the school equally. We exchange ideas when doing this. The appropriate jobs are determined. Then, the allocation process is completed by issuing an official document. This is because, with an official document, it is easier to find who is responsible for a specific job when we encounter a problem".* From the opinions of the participants, it is understood that they are uncomfortable with the situation, but there is a sense of jobs that they have to live and do.

It was determined that the participants expressed similar opinions about the intensity and importance of the jobs. The participants evaluated the jobs mainly in two categories. These are bureaucracy-based administrational affairs and student-centered educational activities. The participants of this study emphasized administrational jobs in terms of intensity and educational activities in terms of importance. The point reflected in the opinions here is that the participants want to emphasize educational activities in terms of both intensity and importance. The educational works are seen as a reason for their presence at the school. However, the desired does not correspond to the existing. The experiences about jobs may change periodically. Opinions of some of the participants are as follows: *AP 1: ..."There are bureaucratic jobs in the first place for me. I have been working as an assistant principal for 2 months. I'm working on these jobs; I'm learning for now".* AP 2: *"In the bureaucracy, it is like this: For example, they send a document that comes from above and you need to answer this document. School may not be of primary importance. However, you need to write an answer to it somehow. Therefore, this may change your agenda about education".* It is understood from the opinions that what is wanted to be done and what has been done does not match. This situation bothers the participants.

The participants stated that it was necessary to pay attention to certain things while performing their jobs. These are communication skills, assimilating human values, compliance with the regulation and taking the rules into account. The first two of these can be considered as a reflection of what the participants believe and do more by taking initiative. In addition to this, these are the works carried out and cared more by the participants without any kind of pressure and suggestion. The other two can be evaluated as the implementation of common and non-self-determined practices of all participants. Opinions of some of the participants are as follows: *AP 10: "Most importantly, we comply with the working hours. We strive to have at least one administrative at school".* AP 11: *"First of all, we try to be an manager. We try to get the best efficiency by solving the problems without offending or displeasing anyone and without creating an atmosphere of conflict with anyone".* AP 15: ..."*We are obliged to do the official works in the required standard, we pay attention to it first. Apart from this, we try to do various projects for our students in the remaining times".* It is revealed from the opinions that the participants should take into account many factors simultaneously in fulfilling their jobs.

According to the participants, jobs have individual and professional effects and these effects are interacting with each other. Individual and professional effects can be seen as a whole. It can be said that the job of assistant principal gives the ability to look at events and situations from a broad perspective. In addition to this, it is emphasized that managing and being managed involves different situations. It can be interpreted that their experiences have positive reflections on their organizational socialization. In addition to this, the intensive working tempo of the school administration negatively affects communication, especially individually. However, a positive effect can be observed in the form of providing an experience. Opinions of some of the participants are as follows: *AP 3: "Professionally, I think we do a lot of work compared to a teacher... We learn something different every day. One has to learn something every day to continue living. I think I have achieved this". AP 4: "I can say that it gives you the ability to cope with difficulties. Before I started working as an assistant principal, I used to come to a dead-end when I think what I can do if something happens. However, it is starting to get easier now". AP 5: ..."Professionally, I'm learning about the regulation…".* Opinions show that although the job of assistant principals has different effects, it has didactic and experience-providing dimensions.

Factors Affecting The Job

Participants emphasized that various factors were decisive in performing their jobs. When these factors are examined, they can be classified as facilitating and complicating factors. As the facilitating aspect of their task, the participants expressed the following respectively; the harmony of school managers among themselves, their harmony among the school personnel and the happiness and energy obtained from the work done. The fact that the school managers understand harmony and teamwork among themselves and teachers is the first highlighted point in terms of being a facilitating factor by the participants. In addition to this, both this situation and receiving positive feedback positively affects the morale and motivation of the participants. This can contribute to healthy communication-based school culture. Opinions of some of the participants are as follows: *AP 2: ..."The energy provided by the students is a facilitating factor"... AP 5: "The help provided by my colleagues both psychologically and in terms of workload is quite useful for me"... AP 6: "The person who persuaded me to accept this job was our school principal".*

Participants emphasized the structure of the school, bureaucracy, parents from time to time and their colleagues as situations or people that make it difficult to perform their jobs. The fact that both the facilitating and complicating factors are almost the same shows how important the mentioned factors are for school life. It is thought that the experienced situations are the developments that reveal the importance of the school managers. This is because, despite the difficulties they faced, the participants think that they are in a position they need to find solutions. Opinions of some of the participants are as follows: *AP 2: ..."Parents are one of the complicating factors, bureaucracy also*

makes it difficult". AP 10: ...”The fact that parents request meeting the teacher at the classroom door only because of their sincerity with the teacher and the absence of formality puts us in trouble…”. From the views, it shows that the factors that make the job easier and difficult to do are similar. According to the researcher, the difference may be due to the interaction of the employees in the school within themselves and with the environment (stakeholders).

Comparison of data obtained from opinions and Henry Mintzberg's opinions

Table 5. Comparison of Research Data with Henry Mintzberg's (1973, p. 127) Opinions on the Roles of Managers

Mintzberg (1973) (Table 1)	Research Data	Result
Interpersonal Communication Roles Figurehead Leader Liaison	Role considering the stakeholders Role considering social activities and projects	Opinions and data partially support each other in terms of liaison roles
Informational Roles Monitor Disseminator Spokesman	Role based on academic success Bureaucracy centered role	Opinions and data partially support each other in terms of monitor and disseminator roles.
Decisional Roles Entrepreneur Disturbance handler Resource allocator Negotiator	Role considering the stakeholders The role focused on individual and professional development	Opinions and data partially support each other in terms of disturbance handler and negotiator roles.

The research data in Table 5 was made by taking theme 1 into account. According to Table 5, it is seen that the research data and Henry Mintzberg's (1973, p. 127) opinions on the roles of managers in an organization are partly in parallel. It is thought that there are two reasons for this. First, the study conducted by Henry Mintzberg (1973) included all school managers while the current study only included assistant principals. Second, it is thought that the socio-economic conditions of the period of the study conducted by Henry Mintzberg (1973) and the socio-economic conditions of the period of the current study are different.

Table 6. Comparison of Research Data with Henry Mintzberg's (1973, p. 127) Opinions on the Job Types of Managers

H.Mintzberg (1973)	Research Data (Table 1)	Result
Contact man	Available	Opinions and data support each other.
Political manager	No data	Opinions and data don't support each other.
Entrepreneur	Partially	Opinions and data partially support each other.
Insider	Available	Opinions and data support each other.
Real-time manager	Available	Opinions and data support each other.
Team manager	Partially	Opinions and data partially support each other.
Expert manager	Available	Opinions and data support each other.
New manager	Partially	Opinions and data partially support each other.

The research data in Table 6 was created by taking theme 2 into account. According to Table 6, it is seen that the research data and Henry Mintzberg's (1973, p. 127) opinions on the job types of managers are generally in parallel with each other. It is thought that the reason why it is not partly in parallel originates from the job descriptions given to the assistant principals who participated in this study. In the two regulations mentioned before, the jobs of an assistant principal are not based on taking initiative, as an entrepreneur, but limited with the jobs assigned by the school principal. Thus, it is thought that Henry Mintzberg's opinions including all school managers are not partly in parallel with the sense of job of the assistant principals working in the Turkish Education System.

Results, Discussion, and Suggestions

The following conclusions were made in this study carried out with a qualitative research method: The roles and jobs of assistant principals are not independent of each other. Roles affects the jobs, jobs affect the roles. Roles and jobs focus mainly on two points. These are bureaucracy-based administrational affairs and educational activities tried to be implemented student-centered. Bureaucratic works also affect the role of education and training. It is seen that there are five different roles of assistant principals. The assistant principals are willing to do four of these roles (academic, stakeholder-oriented, social activities, individual and professional development). They see these roles as their goals and reasons for being in school. Therefore, it can be interpreted that these roles make the assistant principals happy. However, it is seen that the assistant principals don't reveal the same feelings and opinions for the bureaucratic roles. A similar situation is observed in jobs. It can be said that administrational jobs in terms of intensity and educational activities in terms of importance come into prominence. It is essential to pay attention to the bureaucratic practices in the execution of jobs. These jobs are inseparable and tightly affected by the assistant principals both individually and professionally. Considering the execution of the jobs, the educational personnel and environment can be both a facilitating and complicating factor. The assistant principals stand out as an equilibrium element expected to work in a solution-oriented manner based on the description of their jobs. The ability of assistant principals to achieve balance in the school positively affects teachers' motivation. In short, assistant principals must work based on the bureaucracy in their roles and jobs at school. This situation is not desired basically by the assistant principals. They think the reasons for their presence in school are education and training centered. However, bureaucracy is not an obstacle to carrying out other roles and jobs. The factors inside and outside the school, especially the school principal, are decisive for an assistant principal.

It is possible to find various, but a limited number of studies in the literature regarding the roles and jobs of assistant principals. Mintzberg (1973) states that the roles and jobs of managers in an organization complete and interact with each other. Considering the jobs of assistant principals, Madden (2008) emphasizes administrational works, leading the personnel, supervising the interns,

making instructional leadership, designing relationship with the society and organizing the activities for students; Acosta (2015) emphasizes organizing the instructional works; Kotnis (2004) emphasizes working to provide quality education in the classroom; Dwyer (1993) emphasizes carrying out the program and teaching activities, community relations, school management, personnel affairs, and students affairs; Hohner (2016) emphasizes plan-program works, evaluation teachers, ensuring the security and discipline of the school; Hausman, Nebeker, McCreary, and Donaldson (2002) emphasize managing people, especially students, responding to the needs and solving problems; Rios-Harrist (2011) emphasizes organizing school-society communication; Balıkçı, (2017) emphasizes communicating with the school personnel.

Studies on the jobs of school managers are also found in the literature. Batenhorst (2002) collected the job areas of assistant principals under six categories: Instructional leadership, leading the personnel, school management, intern personnel, community relations, and student activities. Considering the jobs expected from the assistant principals, Karasoy (2010) expresses office works, student affairs, personnel affairs and communication with the environment while Landry (2012) and Şevik (2014) express contributing to the students success, creating an appropriate learning environment, positive climate, strong leadership, contribution of family and society, disciplining the students. According to Rintoul and Bishop (2019), the assistant principals adopt the academic and social development of the students as their job, as the school principals. Their jobs are carrying out student affairs, service affairs, personnel support and attending the meetings. Considering the execution of the jobs, Acosta (2015), Balıkçı (2016), Hausman, Nebeker, McCreary, and Donaldson (2002), and Kotnis (2004) state that assistant principals allocate most of their time for administrational works (bureaucratic works) instead of educational works while Brown (2001) states that assistant principals allocate most of their time for student disciplinary works. However, according to the preferred researchers, assistant principals allocate most of their time for the development of personnel, and education and training work. Again, the researches reveal that it is important for assistant principals to work in coordination with the school principal in terms of their roles and jobs. Considering the roles and jobs of assistant principals, Oliver (2013) explains that school principals are effective in helping assistant principals' gaining experience and their jobs while Baker, Guerra & Baray (2018), and Baş (2016) explain that assistant principals can benefit from both formal and informal dimensions when performing their works at school.

Considering the opinions stated in the literature, it is seen that there are expectations from the assistant principals. These expectations bring about various jobs and roles. It is seen that the results obtained in the context of the various jobs and roles of assistant principals, mainly bureaucratic, are generally in parallel with the results of the studies specified in the literature. However, it is also seen that the leadership and teacher evaluation jobs in the literature are not in parallel with the results of the current study. The reason for this is thought to be the position of assistant principals in the Turkish

education system. Leadership, supervision and evaluation roles and jobs in the Turkish education system are expected from the school principals. In addition to this, it is thought that the opinion that administrational (bureaucratic) jobs take more time than education and training jobs is in parallel with the results of this study.

It is thought that the results of this study are generally in parallel with the opinions of Mintzberg (1973, p. 127) on the roles and jobs of managers in an organization but are not in parallel with his opinions on direct supervision and political aspect. In addition to this, there are also some points partly in parallel with opinions. The reason for this is that the study conducted by H. Mintzberg includes all school managers while the current study only includes assistant principals. Second, the findings of H. Mintzberg's study and the findings of the current study were obtained from the managers in societies with different cultures and conditions.

In the context of practitioners, the following recommendations can be made: School assistant principals are expected to perform their jobs effectively and efficiently. The job area of assistant principals needs a defined and restricted assignment plan to realize these expectations. In this regard, a plan including the roles and jobs at school can be presented to the assistant principals by simplifying and limiting it as much as possible. As a requirement of the education they received, arrangements can be made in the legal texts in a way that assistant principals can focus on their education and training roles. The results of this study can be communicated to those who direct, discuss and care about educational policies. The results can be discussed with the specified audience on various platforms. Thus, the results of this study can be benefited when planning in the context of the jobs and roles of the assistant principals in legal texts. In the context of researchers, the following recommendations can be made: Regarding the school managers, the opinions of school principals and assistant principals can be evaluated within the scope of different studies and comparative analyses can be made. The current study can be carried out by using different research methods. In addition to this, future research results can be compared with the results of the current study. As there is not much research on the current subject, the importance of assistant principals at school can be highlighted more and better by researching this subject.

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