Difficulties and Achievements Throughout Career Stages: Vice Principles' Perspectives

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Abstract

This research aims to study vice-principals' career stages and determine their difficulties and achievements in these stages. The data in the study were obtained with semi-structured interview questions. As a result of our research, twenty school vice-principals were interviewed. As a consequence of the interviews, our data were gathered under three themes in line with qualitative research methods and techniques; sub-themes suitable for the themes were created and interpreted by content analysis. According to the results, the vice principals' main challenges in their career stages are professional competence, lack of sharing information from colleagues, sense of belonging, need for mentors, working conditions, lack of experience, inefficiency, and time management. It was revealed that some vice-principals developed and kept themselves up-to-date with in-service training to overcome the difficulties. At the same time, some received support from experienced and older administrators. Based on the interviews' data, it was resolved that the past encounters and experiences in the challenges faced affected the vice principals. It was assumed that these difficulties were easily overcome by the experienced vice directors, who worked as a principal for a long time.

Keywords: School Vice-Principals, Career Stages, Career Difficulties, Career Achievements

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1.INTRODUCTION

Schools are the places where services are provided in education and where service elements are found. The formation of other educational institutions that are leftover from schools helps schools do their jobs more effectively. Achieving goals in education depend on the appropriate organizational structure and administration of schools (Alıç, 1991, p.25). Thus, school administrators can be expressed as individuals who practice all the means and facilities available in the school and the environment most effectively, develop and sustain them by the school (Ağaoğlu, 2005, p.4). In another definition, the school management is defined as the units that use our schools most effectively and implement the decisions by integrating all the resources and facilities they have to reach the previously planned goals (Demirtaş, 2005, p.10). The school administrator is the staff in the leading position. Therefore, he goes through certain career stages and encounters some obstacles and difficulties during them.

Career is called the stages individuals go through throughout their business life, their work at these stages, the mobility in the process, and the collection of knowledge owned and acquired. Although there are different stages in the individual's career development, this development includes an expansive adventure that starts before birth and continues until the end of life. While school administrators have a career, teachers, and civil servants working in schools also have duties. However, considering the situation in school administrators' career development, who manages the school staff with their decisions and play an essential role in educating students with qualified and up-to-date information, possesses various importance (Bakioğlu, A. & Özcan, K., 2001, p. 41).

Traditionally, school administrators are selected from among teachers, and teachers who meet specific criteria and experiences become administrators in schools. According to the results of the research conducted by Bakioğlu (1996), school staff who are teachers go through five different career stages during their careers and shape their careers. These are 1. Introductory career phase (covers 1-5 years), 2. Relaxation phase (covers 6-10 years) 3. Experimental phase (covers 11-15 years) 4. Specialization phase (covers 16-20 years) And 5. Calmness phase (covers 21-25 years). During these stages, teachers can continue their profession as administrators, and as a result, they may encounter some obstacles. In Bakioğlu's (1994b) study, it was revealed that school administrators experienced four career steps in this profession, which have distinct advantages and disadvantages. These are Initiation, Development, Autonomy, and Disenchantment steps.

The difficulties faced by administrators and teachers who have gone through their career stages are fundamental. For instance, not benefiting from experienced teachers' expertise, not receiving expert support, not improving working conditions, and not promoting personal rights will create difficulties for administrators who climb the career ladder. Conditions should be provided for teachers and administrators with experience and knowledge to support other colleagues in their understanding and skills. Principals should invite experts to schools and ensure that teachers benefit from these activities at a high level. Besides, whatever teachers' origins are, they should be supported both professionally and individually. Teachers' working conditions and personal rights need to be improved (Bakioğlu & İnandı, 2001, p.525).

In the current period, school administrators' roles and duties, and the stakeholders' expectations are becoming more complex. In today's conditions where change is occurring rapidly, school administrators need to understand stakeholders very well, lead and continue their professional development to successfully move schools to the next century (Bartell & Birch, 1995).

Organizations choose individuals to be employed according to certain conditions (Balcı, 2000, p. 35). These conditions generally include specific professional knowledge and skills that organizations need (Çınkır, 2000, p.86). The talents of candidate individuals are considered as indicators of success. This situation helps individuals to predict their future success and performance in the organization with their skills and abilities. On the other hand, the inadequacy of the candidates'

professional skills negatively affects their success. Therefore, it is essential for an individual to have the appropriate skills and abilities when hiring (Feldman, 1980, p. 170).

The assignment of vice principal was made voluntarily among the teachers at the school. This staff, which can be described as an intermediate manager position, is seen as a vertical hierarchy step. In this context, it is considered as a premise for the school principal. Studies on the position of vice-principal require complex and systematic planning (Kartal, 2009). Apart from school principals, there are also stakeholders called educational administrators. In addition to vice directors and group heads, coordinators in charge of different subjects are contacted managers (Erdoğan, 2019, p.129).

In selecting candidates past experiences, intelligence, knowledge, skills, and abilities are considered. This situation is regarded as necessary in providing performance competence for the organization and job satisfaction for the individual (Chatman, 1991, p. 460). What is expected from individuals at all levels within the organization is to play their roles under their status and position. These roles also determine individuals' rights, duties, and responsibilities regarding their position in the organization. Choosing the necessary behaviours (competencies) for responsibilities and roles ensures that the organizational structure's interaction and the organization's system is a positive process and works. However, for a manager to be considered as a leader, he must have the power to stretch the conditions and influence the stakeholders, beyond mechanically obeying the organizational guides (orders, regulations, etc.) (Katz & Kahn, 1977). In this sense, it is thought that the vice principals' career competencies are critical in their ability to perform their administrative duty. The present study aims to reveal the difficulties the vice principals face in their career stages and what the vice-principals achieve throughout those career stages.

Studies conducted in the context of career stages in the national literature include teachers' professional development (Aydın, 2018), teachers' perceptions of school administration (Bakioğlu & Asyali, 2005), teachers' difficulties experienced by district director of national education principals (Yahşi, 2020), leadership behaviors of school administrators (Korumaz & Tufan, 2020; Çiftçi, 2007), career development of school principals (Özkaya, 2013), professional development of education supervisors according to career stages (Aküzüm & Özme, 2014). National literature is lack of studies related to the difficulties faced by vice principals in their career stages and the achievements in these stages. In this context, the present study adds a holistic perspective by including the achievements together with the difficulties. The results are important in terms of taking measures against the difficulties faced by vice principals who have important roles in school administration and developing the achievements that vice principals in different career stages have. In addition, the current study is expected to increase the awareness of education stakeholders and contribute to studies in this direction.

To this end, the present study aims to answer the following research questions:

1. What are the difficulties and achievements of vice principals?

2. What are the difficulties and achievements of vice principals in different career stages?

2.METHOD

2.1.Research Design

In line with the research's purpose, phenomenology, one of the qualitative research designs, was adopted. The phenomenological method aims to reveal individuals' cognitive structures by examining the interpretations of the phenomena experienced by them (Creswell, 2014, p. 124). With a philosophy based on making qualitative research and theories with a different perspective, it is an understanding that prioritizes social facts as research and knowledge under their conditions (Yıldırım & Şimşek, 2011, p. 39).

2.2.Study Group

The working group consists of 20 vice-principals who continue their duties in 20 state schools. When the study group was examined, there were eight classroom teachers, 3 Turkish language and literature teachers, 2 Accounting and Finance teachers, 2 Mathematics teachers, 1 Preschool Teacher 1 Religious Culture and Ethics teacher, 1 Science and Technology teacher, 1 History teacher and 1 Turkish teacher working as a vice principal. Eight of these vice-principals work in primary school, 7 in secondary school, 4 in high school, and one in preschool institutions. According to years of administrative service, participant vice-principals were distributed as five persons in the initial phase, five persons in the developmental stage, five persons in the autonomy phase, and five persons in the disenchantment phase. Information about the participants is given in Table 1.

Table 1. Demographic Information on Participants

Career Stage	Branch	Age	Seniority Year	Vice-Principal Seniority Year	School Level	Average Class Size	CODE
Beginning Stage	Accounting and Finance	35	9	1	High School	35	M1
	Accounting and Finance	42	17	2	High School	35	M2
	Turkish Language and Literature	36	11	2	Secondary School	24	M3
	Classroom Teacher	37	10	3	Primary School	28	M4
	Classroom Teacher	37	12	4	Primary School	29	M5
Development Stage	Classroom Teacher	42	17	5	Primary School	30	M6
	Classroom Teacher	45	20	6	Primary School	20	M7
	Classroom Teacher	41	14	6	Primary School	22	M8
	Preschool and Child Development	40	14	6	Kindergarten	14	M9
	Turkish Language and Literature	42	16	7	High School	28	M10
Autonomy Stage	Classroom Teacher	56	31	9	Primary School	27	M11
	Classroom Teacher	55	30	23	Primary School	22	M12
	History Teacher	55	30	18	Secondary School	27	M13
	Turkish Teacher	60	36	20	High School	25	M14
	Math Teacher	57	30	10	Secondary School	32	M15
Disenchantment Stage	Math Teacher	50	26	12	Secondary School	26	M16
	Classroom Teacher	50	26	14	Primary School	26	M17
	Classroom Teacher	53	28	17	Primary School	32	M18
	Religious Culture and Moral Knowledge	48	23	17	Secondary School	24	M19
	Science and Technology	51	27	19	Secondary School	28	M20

.2.3.Data Collection Tool Development

Interview forms are applied to collect data in the study. During the interviews, a semi-structured interview was conducted with additional questions to the vice principals when necessary. All the questions prepared were arranged to obtain different data. The interview questions were designed by reviewing the draft questions after the literature review and evaluating expert opinions. For the interview, 15 draft questions were prepared in advance, and the interview questions with expert suggestions were reduced to 11 in the first stage. The questions were combined with the previous study, and nine questions were determined in conformity with the vice principals to ensure compliance and subject integrity. Therefore, content validity was provided. Twenty-six vice-principals were contacted before the interviews, yet twenty vice-principals accepted to participate in this study. Some sample questions from the interview form are given below:

1. What would you gain as a vice-principal? How does it affect your school's commitment, whether your thoughts are valued or not at the school where you are a vice-principal?

2. Do you find yourself competent as a manager in your career development phase as a vice-principal? What are you doing to improve the students and the curriculum?

2.4.Data Collection Tool and Data Collection

Semi-structured interview forms were used to collect the data. Semi-structured interview questions were formed by analyzing the literature reviews and expert opinions. While collecting research data, a face-to-face individual interview method was applied. Throughout the interviews, the necessary measures were taken to ensure the most appropriate research conditions by emphasizing the issues that should be considered in the scientific interview methods. Research interviews lasted 25-45 minutes on average, and the data obtained from the vice principals were analyzed with content analysis. The data collected by this means should be conceptualized first, and these emerging concepts should be made orderly with logic, and the themes should be revealed by clarifying the data (Yıldırım & Şimşek, 2011, p.45).

2.5.Data Analysis and Evaluation

During the interviews, short notes were taken, and the data were kept without missing any details, and the recorded data were converted entirely to prose. The written records obtained were read many times, and the main themes were formed. The data were separated by being compatible, and sub-themes were created. The themes prepared as drafts were revised, and the themes that were not compatible with each other were subjected to reclassification. Interpretations have been made using the available literature, with direct quotations made from the data drawing attention to specific issues and repeating them frequently by those who provide the data. Keeping the private information of vice-principals confidential is essential for the study's validity and reliability. The school administrators whose data were included in the study were coded in the given orders. For example, the number 20 expresses the total number of people, while the number 5 indicates how many people agree (5/20).

3.FINDINGS

The findings related to the first research question are classified under three main themes and several sub-themes. The analysis based on the interviews is as follows:

Table 2. Themes and sub-themes obtained from the data

Themes	Sub-themes
Career Development and Competence	Competence
	Personal Benefits
	Professional Development
	Information Sharing
Affective Condition	Belonging
	Need for a Mentor
	Working Conditions
	Experience
	Capacity Utilization (Efficiency)
Time Management	

3.1.CAREER DEVELOPMENT AND COMPETENCE

3.1.1.Competence

The vice-principals (19/20) participating in the interview do not see themselves as sufficient (1/20), and the other (1/20) see themselves as acceptable. Vice principals stated that they did not find themselves competent at the beginning and development stages since they did not have full knowledge of the legislation and could not gain problem-solving and communication skills properly. At the level of disenchantment and autonomy, vice-principals assume that they are inadequate in some areas due to the changing legislation provisions, new information, and technology. At the Beginning and Development stages, the vice-principals stated that they could not contribute to their development and the curriculum due to their intense workload. Vice principals at the Autonomy and Disenchantment level stated that they contributed to students' development and the curriculum in various subjects. Below are some of the responses given by the vice-principals at different career stages who participated in the interviews:

"I have shortcomings since I have been the vice-principal for three years. When I recognize my flaws, I try to do what is needed to fill my deficiencies. Since there are many workloads, I spend most of our time doing official work. I do not contribute much to the advancement of the students and the curriculum." (M4).

"With each passing year, I realize more and more that I have deficiencies. I look at the regulations to make up for the flaws I noticed; I get information from my experienced friends. We cannot contribute to the development of the curriculum. I am working hard enough. " (M7)

3.1.2.Personal Benefits

Vice principals who participated in the interview and who were in the initial, development, autonomy, and disenchantment stages, declared that they developed and continued to grow in many areas due to their duties (20/20). Since the raw material of education and training activities is 'human', good communication skills are required. Vice principals must communicate with teachers, parents, students, and NGOs due to their duties. Thanks to this continuous communication, there is an increase in communication skills. The school develops its bureaucratic skills through official correspondence and transactions with many institutions. Organizing and managing the school environment enhances management skills. Since vice-principals are the first referral office to solve the problems that arise in the school, they have to solve the emerging issues quickly without interrupting education. This expectation contributes to vice-principals to develop their problem-solving skills. Since the school is expected to use its limited and scarce resources most efficiently, it also can manage resources effectively. Below are some of the responses given by the vice-principals at different career stages who participated in the interviews:

"Thanks to my role as vice-principal, my communication skills with people have increased. By finding solutions for our students and parents who have problems, my problem-solving skills increase day by day." (M2)

"Being the vice-principal made me see the work and operation of the school closely. I realized a lot of things that I couldn't realize when I was a teacher. For instance, I realized that if teachers do not cling to their work, things do not work out; many of the problems stem from this." (M10).

3.1.3.Professional Development

As a result of our research, it is seen that the vice-principals try to improve themselves in matters they consider themselves incomplete and inadequate regardless of their career stages. At the initial stage, the vice-principals try to eliminate the lack of legislation by looking at the regulations and improving themselves professionally by following the official letters coming to the school. The vice-principals at the development stage stated that they completed their deficiencies by exchanging ideas with their colleagues and following the legislation. They stated that they renew themselves by attending in-service training courses. Vice-principals at the autonomy and disenchantment levels said differently from the vice principals in the first two steps, that they developed themselves professionally by following the Ministry of Education's official website and the unions' publications. Below are some of the responses given by the vice-principals at different career stages who participated in the interviews:

"I follow the regulations. I read all kinds of articles from higher authorities on the school subject. I always try to follow current topics whenever possible. I attend related training and seminars. " (M1).

"I follow the new circular and announcements on the official website of the Ministry of National Education. Vice principals and managers should follow the current development of institutions such as İŞKUR, SSK, Finance, and their legislation. Because something changes almost every day." (M14)

3.1.4.Information Sharing

While the vice principals in the initial, autonomy and disenchantment stages stated that regular meetings should be planned by the senior management to meet and share with other colleagues, the vice principals at the development stage said that in addition to regular meetings, school visits and sports and cultural activities could also be made. It is observed that the vice-principals who are in the development step are more willing to come together. At the beginning and development stages, the vice-principals stated that they would exchange ideas, share problem-solving, legislative information, and benefit from others' audits and experiences. In addition to the above, the vice-principals in the autonomy and disenchantment stages want to learn about the acceptable practices applied in schools and carry good examples to their schools by considering their schools' application. Some of the vice-principals' responses at different career stages who participated in the interviews are as follows:

"The higher authorities can do this with an official letter. Meetings can be held at the beginning and end of the semester. I think it would be useful to benefit from the knowledge and experience of experienced administrators. Benefiting from their experiences about the work to be done at school, discipline problems and solutions contribute to my development. " (M5).

"Regular meetings can be held to convey different experiences. Information about joint action can be exchanged. If there are mistakes, new methods and techniques can be developed by brainstorming to turn them into right. " (M9)

3.2.AFFECTIVE CONDITION

3.2.1.Belonging

The vice-principals who participated in the interviews stated that the schools they work with ask their opinions and value them. Receiving their thoughts and ideas and their contribution to the functioning of the school makes them feel valuable. While this increases their ownership and affiliation with the school, it ensures strengthening the sense of belonging between them and the institution they work. Since the sense of belonging is an effort to integrate with what concerns, it enables them to establish strong ties with their institutions. Below is one of the responses given by the vice-principals at different career stages who participated in the interviews:

> "We receive all the opinions of every stakeholder at our school. The most appropriate and logical idea is put into practice. Of course, my thoughts are valuable in the working environment and increase my sense of school ownership. " (M20)

3.2.2.Need for a Mentor

Newly appointed vice-principals encounter various obstacles in individual and professional fields and need support in solving these problems. Vice principals state that they need external support at all career stages. They said that there are times when they need external help, particularly for changing and developing approaches, rapid change of information technology, legislation changes, and the implementation of new articles. They stated that the people who can provide this support are directors and vice-principals, inspectors, information technology experts, pedagogues, and personal development experts with sufficient knowledge and experience in their field. Some of the vice-principals' responses at different career stages who participated in the interviews are as follows:

> "Support from experienced people is always required. In the first years of my career, more experienced and knowledgeable managers could be supported." (M4).

> "No matter how much we improve ourselves, we need a guide in places where we are incomplete since needs increase and change with the development of the society, employees, and students with the advancing technology. In this sense, the people who can support us are managers, vice principals, and inspectors who have enough knowledge and experience." (M8).

3.2.3.Working conditions

Working conditions of civil servants are determined in laws and regulations. The personal rights, leave procedures, and working hours of the vice principals working in schools are clearly defined. The vice-principals participating in the meeting did not comment on the issues listed above since there is not much chance the manager can perform. They stated that the principals' improvements in their schools regarding working conditions are generally physical conditions and office supplies. Some administrators also emphasized that their conditions have not improved. They stated that the workload in crowded schools is high, routine work is more than necessary, and it is not in the principal's hands to reduce this. Some of the vice-principals' responses at different career stages who participated in the interviews are as follows:

> "Our principal makes the best possible changes within the facilities of the school to improve the working conditions physically. I can see that there is not much he can do about the workload." (M5).

"Our school principal does not have such an effort. He helps with the layout of our study room in the best-case scenario. There is not much that can be done to reduce the intensity of daily routine work. The most crucial problem is the workload." (M10).

3.2.4.Experience

Experience is all of the interests and knowledge gained in a job after a certain period. Vice principals interviewed think that they need to work for a certain period to gain experience with their duties and say that they become more professional in their jobs after at least ten years. They stated that they fulfilled their duties and responsibilities more easily thanks to their experiences. The vice-principals who have just started their jobs and are in the development stage stated that they do not have enough experience. Since vice-principals in autonomy and disenchantment levels are more experienced than vice principals at other groups, they fulfil their duties and responsibilities more efficiently. All the participating vice-principals stated that they had difficulties due to the lack of experience in the first years of their employment. Below are some of the responses given by the vice-principals at different career stages who participated in the interviews:

"I had a hard time during the first years. It was a time when I did not have full command of the regulations. In general, no matter how many years you are vice principals, we have difficulties eliminating the school's physical and financial deficiencies. Job alternatives other than education tire us. At the end of 5 years, I would like to say that I am more experienced and working more efficiently." (M6)

3.2.5.Capacity Utilization (Efficiency)

Vice principals stated that they spend almost all of their energies in carrying out a high number of tasks that need to be done in the school environment (student affairs, parent meetings, personnel affairs, official correspondence, routine work). They believe that they are carrying out these responsibilities efficiently by using their full capacity. In the school environment, civil servants can do these jobs. It is understood that they cannot contribute to the curriculum's development since they devote their time to these works and cannot be productive since they cannot use their capacities in this field. It is observed that a small part of the participating vice-principals tried to use their capacities for the development of the curriculum. Some of the vice-principals' responses at different career stages who participated in the interviews are as follows:

"Due to the intensity of routine correspondence and procedures, I spend my energy on getting these things done. These jobs prevent my skills and abilities from fully emerging. I think a civil servant can do these jobs. Therefore, I am working under my capacity. " (M2)

"I use all of my current capacity in administrative affairs. I do everything I can to keep things going. Frankly, I can contribute far below my degree in student development and curriculum. " (M20)

3.3.TIME MANAGEMENT

It is observed that vice principals have problems in time management and lack of implementation. The deficiencies regarding are working unplanned, not putting things in order of importance, not converting all kinds of activities into numerical data, not keeping regular archives, and spending too much time with parents' meetings. They emphasized the necessity of planning the works to be done to use time more efficiently and to save time, to put their work in the order of importance and priority, to have a regular archive, to have a daily weekly work schedule, to take notes and to keep statistical data of all kinds of activities. One of the answers given by the vice-principals at different career stages who participated in the interviews is given below:

"Job share is necessary. With good planning, we can use time better. No matter how much you plan in your daily work, your plan is interrupted during a busy day. In crowded schools, the desire to meet with a manager to find solutions to parents' problems constantly interrupts your plan. That is why I try to complete the work without being stuck by doing the things that need to be done first." (M6)

3.4.FINDINGS FOR CAREER STAGES OF VICE-PRINCIPALS

Findings for second research question regarding career stages is addressed below.

Table 3. Career stages of vice-principals

Career stages	Codes
Beginning stage	Problem-solving skills Management skills Enhanced in bureaucratic works Adaptation to school Workload Technological support Collaboration Share information Legislation In-service training activities Need for mentor Putting things in order
Development stage	Problem-solving skills Management skills Improvements in bureaucratic works Communication skills Technological support Supported out-of-school activities Bureaucratic works School climate Exchange ideas Legislation In-service training activities Unplanned work Irregular archiving Putting things in order Extended parent interviews
Autonomy stage	Knowledge sharing Problem-solving skills In-service training activities Approached retirement Gain experience in the profession Taking notes Keeping the school's activities' statistics
Disenchantment stage	Development of the curriculum Students due to many jobs Values education Guiding Supporting the activities Support teachers and students Regular meetings Share information Take precautions in advance Problem-solving skills Contribute to the implementation Putting the works in order of importance Preparing work schedules Preparing templates Keeping a list of the duties Keeping a regular archive Keeping numerical data

3.4.1. *3/5 of the vice-principals interviewed in the Beginning Stage* stated that they improved their problem-solving skills, 2/5 of them improved their management skills, 2/5 of them enhanced in bureaucratic works, and 1/5 of them indicated that they achieved improvement in their abilities in terms of their achievements and expressed that their skills have increased. Valuing their thoughts enabled 3/5 of them to adopt the school and 2/5 of them to feel belonging to the school. All of the vice-principals who participated in the interview stated that they did not consider themselves competent administrators. While 3/5 of these administrators stated that they could not contribute to the development of the curriculum and their students due to heavy workload, 2/5 said they only provided technological support. They stated that 3/5 of the interviewed vice-principals use their full capacity, 1/5 of them use half of their capacity, and 1/5 of them use a small part of their capacity. All vice-principals stated that they spend their capacities on the school's bureaucratic (routine) works. The vice-principals who participated in the interview indicated that 3/5 of the school principals did not improve their working conditions to improve themselves, and 2/5 of them were made improvements in terms of physical and office materials. 4/5 of them say that their manager is helpful and guiding; while 1/5 says their manager is not helpful. All interviewees stated that senior management should hold regular meetings to come together with other vice principals. Concerning the contributions of these meetings, 3/5 of them stated that they would gain experience from each other, 1/5 of them said that they would collaborate, share information, problem-solving skills will increase, and the activities will be evaluated. The vice-principals interviewed, to update themselves, 4/5 follow the official writings on the institution's net, 3/5 follow the legislation, 3/5 follow the in-service training activities, 2/5 follow the technological developments. 1/5 of them stated that they follow the Ministry of National Education's official website, educational sites, and publications in the field of education, trade union publications, and current issues. All of the vice principals stated that they had difficulties in the first months of their employment due to the lack of knowledge of legislation and lack of experience in communication and problem-solving skills. They think they will become professional as they gain experience in the profession (at least ten years). All of the interviewees stated that they needed a mentor. To meet these needs, all of them see experienced directors and assistant managers, 3/5 as inspectors, 2/5 as information technology experts, and 1/5 pedagogues as guides. The vice-principals participating in the meeting stated that 3/5 of them were unplanned working, 2/5 were trying to do different works simultaneously, 1/5 were not taking notes, and not putting things in order. They stated that 3/5 of the things to be done to use time well are planned work, 2/5 as putting the duties in order of importance, keeping a regular archive, 1/5 as taking notes, making a work schedule, making use of technology.

3.4.2. *In terms of the achievements of the vice-principals interviewed at the Development Stage,* 2/5 of them stated that their problem-solving skills were improved, 3/5 of them improved their management skills, and 4/5 of them made improvements in bureaucratic works, and 3/5 noted that their communication skills increased. It is observed that the vice-principals in the development stage have earned more than the vice-principals in the starting stage due to their duties. Valuing their thoughts enabled 1/5 to adopt the school, 1/5 to increase their motivation, and 3/5 to feel belonging to the school. All of the vice principals who participated in the interview stated that they did not consider themselves competent as administrators, like vice principals at the beginning stage. While 1/5 of these administrators stated that they could not contribute to the development of the curriculum and their students due to the abundance of jobs, 1/5 indicated that they provided technological support, supported out-of-school activities, supported teachers and students, and organized projects and activities. The vice-principals at the development stage tried to contribute to the student and the curriculum development compared to the beginning level's vice-principals. They stated that 3/5 of the interviewed vice-principals use their full capacity, and 2/5 of them use half of their capacity. The first two stages do not differ much in terms of capacity utilization. The vice-principals who participated in the meeting stated that school principals are trying to improve their working conditions to improve themselves and that 2/5 of these improvement areas contribute to bureaucratic works, 2/5 of them contribute to the school climate, 1/5 of them are physical. They stated that their conditions were improved, and they provided motivational support. All the vice principals participating state that their managers are helpful and guiding. 3/5 of the interviewees stated that senior management should hold

regular meetings to get together with the vice-principals, 2/5 of them indicated that school visits should be made, and 1/5 sportive and cultural events should be organized. While the initial vice-principals think that the senior management should decide to come together, half of the vice-principals at the development level are seen to create alternatives to go together. In terms of their contribution to these meetings, 4/5 of them said that they would gain experience from each other, 2/5 could exchange ideas, and share good practice examples in schools. Moreover, 1/5 of them stated that they would cooperate, and their problem-solving skills would increase. At the development stage, the vice-principals think that the meetings to be held will have a lesser impact on the subjects that will contribute to the student's development and the curriculum compared to the vice principals at the beginning level. To update themselves, the vice-principals interviewed said that 3/5 of them follow the legislation, 1/5 of them follow in-service training activities and publications in education, 2/5 of them follow the education sites and exchange opinions with the vice-principals working in other schools. As their knowledge of legislation increases compared to the beginning phase, the issue of following up legislation and official letters attracts less attention. Besides, it was observed that the vice-managers at the development stage received ideas and opinions from experienced vice-principals to improve themselves. All of the vice principals stated that they had difficulties in the first months of their employment due to the lack of knowledge of legislation and lack of experience in communication and problem-solving skills. They think they will become professional as they gain experience in the profession. All of the interviewees stated that they needed a mentor. At this stage, all assistant managers, such as a vice-principal at the beginning stage, see experienced administrators and vice-principals as guides as people who will meet these needs. Vice-principals participating in the meeting stated their shortcomings in time management, 3/5 as unplanned work, 2/5 as irregular archiving, 1/5 not putting things in order, extended parent interviews, and not doing things on time. Things to do to use time well, 3/5 to put things in order of importance, 2/5 to work planned, keep regular archives, to do things on time, 1/5 to take notes, to stay numerical data of every activity done at school, and they stated it as sharing the work. At the development stage, vice-principals think that keeping data about their work and archiving well is essential in saving time compared to vice principals at the beginning stage.

3.4.3. ***On the level of autonomy, 3/5 of the vice-principals interviewed at the Autonomy Stage*** stated that they improved their problem-solving skills. 3/5 of them improved their management skills, 1/5 of them made improvements in bureaucratic works, 3/5 said that their communication skills increased. Valuing their thoughts enabled 1/5 to adopt the school, 1/5 to increase their motivation, and 3/5 to feel belonging to the school. All of the vice-principals who participated in the interview stated that they did not consider themselves competent administrators. 2/5 of these administrators stated that they provide technical support and provide materials for educational activities, 3/5 support teachers for educational activities, and 1/5 of them, guide students. All of the vice-principals who participated in the interview stated that they used their full capacity. The vice-principals who participated in the meeting indicated that 2/5 of the school principals did not improve their working conditions to improve themselves, 1/5 of them were improved in terms of physical improvement and office materials, and 1/5 of them provided psychological support. All of the vice principals stated that their managers were helpful. All interviewees stated that senior management should hold regular meetings to come together with other vice principals. The contribution of these meetings to them is 2/5 that they will gain experience from each other, knowledge sharing, problem-solving skills will increase, good examples will be shared, and 1/5 of them will increase their motivation. The vice-managers interviewed to update themselves; 2/5 of them follow the official writings on the institution's net and follow the legislation. 2/5 of them follow the in-service training activities, 1/5 of them exchange ideas with their manager friends, watch educational films, and 3/5 of them follow MEB's official website. 4/5 of the vice-principals stated that they had trouble working as they approached retirement, while 2/5 of them were in their first years of duty. All of the vice-principals who participated in the interview think that they will become professional as they gain experience in the profession. All of the interviewees stated that they needed a mentor. As people who will meet these needs, all of them prefer experienced directors, vice-principals, and 2/5 of them see inspectors as guides. Vice-principals participating in the meeting stated that 4/5 of them were unplanned working and 1/5 of them were not

to do things on time. They stated that 4/5 of the things to be done to use the time well are planned work, 2/5 as putting things in order of importance and taking notes, and 1/5 as keeping the school's activities' statistics.

3.4.4. *Regarding the achievements of the vice principals who were interviewed in the Disenchantment Stage* 3/5 of them improved their problem-solving skills, 1/5 had an improvement in their management skills, 2/5 of them were using resources, and 2/5 of them stated that their communication skills were increased. Valuing their thoughts stated that 1/5 of the vice-principals contributed to the school's ownership, 3/5 of them contributed to the sense of belonging to the school, and 1/5 to their motivation. All of the vice-principals who participated in the interview stated that they did not consider themselves competent administrators. While 1/5 of these administrators said that they could not contribute to the development of the curriculum and their students due to heavy workload, 1/5 was about education of values, 1/5 by guiding, 1/5 by supporting the activities, 1/5 stated that they support teachers and students. 5/5 of the vice-principals interviewed stated that they used their full capacity. Vice-principals who participated in the interviews said that physical improvements had been made regarding the progress made by school principals in working conditions to improve themselves. 2/5 of them say that their principal is helpful and guiding; while 3/5 say that their supervisor is not helpful. All interviewees stated that senior management should hold regular meetings to come together with other vice principals. The contribution of these meetings to them is that 1/5 of them will share information, 4/5 of them will increase their problem-solving skills, 2/5 of them will learn about the problems that occur in schools and take precautions in advance, and 1/5 will contribute to the implementation of good examples in schools. The vice-principals interviewed said that 3/5 of them follow the official writings on the institution's net to update themselves, 3/5 of them follow the legislation, and 1/5 of them follow the in-service training activities, the official website of the Ministry of Education, training sites, and areas. They stated that they follow the issues related, and 2/5 of them follow union publications. 3/5 of the vice principals stated that they had difficulties in the first years they started working, and 2/5 of them had problems in these years when they approached retirement. All of the vice-principals think that they will become professional as they gain experience in the profession. All of the interviewees stated that they needed a mentor. As people who will meet these needs, 3/5 are experienced principals and vice-principals, 2/5 of them are inspectors, 2 of 5 are information technology experts, 1/5 are pedagogues, and 1/5 are personal development experts. The vice-principals who participated in the meeting stated that 2/5 of them were unplanned working, 1/5 was trying to do different things simultaneously, and 1/5 spent too much time with parents. Things to do to use time well, 1/5 of the vice principal's work in a planned way, 1/5 of them put the works in order of importance, prepare work schedules, prepare templates, and keep a list of the duties to be done. 3/5 keep a regular archive, 2/5 of them stated it as keeping numerical data of all kinds of activities.

4. DISCUSSION AND CONCLUSION

Many vice-principals working in the national education organization regard themselves as inadequate in management. Particularly vice principals at the beginning and development stages of school administrators' career stages find themselves insufficient in legislation. Bakioğlu (1994a) stated in his study that school administrators who have just started their duties mostly find themselves in an impasse. Although at the height of their new appointment's enthusiasm, their uncertainty about their job dedicates them to learn the knowledge and skills. Vice principals at the stage of disenchantment and autonomy have trouble managing technology and new information. At this point, there is a need for experienced administrators who will explain the work and operation to newly appointed teachers and share their experiences.

At the same time, as part of their duties, vice-principals are committed to improving themselves at every stage of their careers. It can be explained as being in constant contact with parents, teachers, school principals, and staff. Thanks to the official correspondence and transactions that the school conducts with many institutions, vice-principals improve their bureaucratic skills. Organizing

and managing the school environment enhances management skills. As Aksu (2004) mentioned in his study results, although teachers' requests against the administration and being a manager are at an increased level, support and training of relatively talented vice-principal candidates who will devote themselves to this field should be pursued. Since vice-principals are the first referral office to solve the problems that arise in the school, they have to solve the emerging issues quickly without interrupting education. This expectation contributes to vice-principals to develop their problem-solving skills. Since the school is expected to use its limited and scarce resources most efficiently, it also can manage resources effectively. According to Bakioğlu (1994a), vice-principals and school administrators start to get the desired results in school administration within three or four years after they are appointed. They gain experience on the job, provide the necessary learning, and are now active in management. In this process, it is necessary to benefit from school management at the highest level since it is the period where the school's vice-principal is most productive.

In our country's education system, vice-principals continue their professional development activities incidentally, away from schools' plans and programs, with traditional attitudes and practices in our appointment system. This development occurs in a way that does not appeal to different environments and types of tasks (preschool, primary school, high school, and vocational education). Professional development, thus, encourages vice-principals to develop themselves individually (Kartal, 2009).

For managers working as vice-principals to be active in their duties, they must be equipped with the necessary management qualifications. The responsibilities of vice-principals are generally based on ordinary and repetitive tasks. The management job's progress causes the work to be done by trial and error method. Practices are an essential reason for gaining practicality in management. Therefore, school administrators must gain experience (Kartal, 2009).

According to Bakioğlu (1994b)'s views on professional development, we can say that the most comfortable career step in professional development is the development stage. In this phase, vice-principals are in their most active period. Unlike the beginning stage, there is no worry in applications. At this career stage, we encounter the school's vice-principal, who has started to facilitate professional development and learning. In this period, vice-principals put their original ideas and methods into practice.

Programming of training and information sharing is expected to make the employees more planned and programmed to work. Besides, thanks to these shares, the organization's commitment will begin to increase, and the uncertainty and role confusion among the employees will be eliminated. The fear of work in the professional field will decrease (Allen & Meyer, 1990, p.848). According to the research results, vice-principals require professional knowledge sharing, which we can define as benefiting from the elders' experiences. While the vice principals at the beginning, autonomy, and disenchantment stages stated that senior management should plan regular meetings to meet and share with other colleagues, the vice principals at the development stage say that school visits can be made in addition to regular meetings. Sports and cultural activities can be met. In this case, we can say that vice-principals need information sharing.

Sharing their opinions in the schools where vice-principals work and making them feel that their views are valuable by their institutions to make them happy and provide job satisfaction. Sharing their opinions and contributing to the school's functioning increases their ownership and affiliation to the school, thus strengthening the sense of belonging between them and the institution they work. Since the sense of belonging is an effort to integrate with what belongs, it causes them to establish strong ties with the institutions they work. As a result, it should be essential to question the sense of belonging in teachers who will be vice principals.

The teachers who have just started their vice principal career face various personal, social, and professional problems. It is revealed in the results of the research that external support is needed to

solve these problems. We can assume that vice-principals need external support at all career stages. The changing and developing approaches, the rapid change of information technology, the legislation changes, and new articles' implementation bring up the vice-principals' mentor needs. It is stated that the people who will provide this support can be principals and vice-principals, inspectors, information technology experts, pedagogues, and personal development experts who have sufficient knowledge and experience in the field. Bakioğlu & Hacıhafızoğlu (2000) stated in their study that mentoring embodies mutual trust, understanding, and empathy. Thus, it should be essential for individuals who share their experiences to perform the same profession as their vice principals.

Candidates for vice principals who have passed the selection exams must be admitted to training courses under a specific program. When the field was scanned, Bulut and Bakan (2002) found that 98.3% of vice-principals received training under "management training" compared to the results they obtained from the study participants. Vice principals need to spend a certain period in their duties to gain experience in their work. They fulfil their duties and responsibilities more efficiently, thanks to their expertise. As a result of the research, it was explained that the vice principals who have just started working and are at the stage of development do not have sufficient experience. It was revealed that vice-principals in autonomy and disconnection levels fulfil their duties and responsibilities more comfortably as they are more experienced than vice principals at other levels.

According to Kartal (2009), it is revealed that employees working as vice principals work in writing, finance, etc. When they do these jobs, it turns out that they are lacking in developing self-management skills. One of the most significant obstacles that vice-principals complain about is their inefficiency. We have mentioned that the vice-principals spend almost all of their energies in carrying out a high number of tasks that need to be done in the school environment (student affairs, parent meetings, personnel affairs, official correspondence, and routine work). These kinds of duties are not performed even though we know that civil servants can do them, and this reveals that vice-principals could not contribute to the development of the curriculum and could not use their capacities. In this case, we can assume that it is impossible to have a high level of efficiency.

Vice principals have difficulties in time management due to unplanned working in schools, not putting things in order of importance, not converting all kinds of activities in the school to numerical data, not keeping regular archives, and spending too much time with parent interviews. The research results show that it is crucial to plan the work to be done to use time more efficiently and to save time, to put their work in priority and priority, to have a regular archive, to have a daily weekly work schedule, to take notes and to keep statistical data of all activities.

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