

# LEADERSHIP PERCEPTIONS AND COMPETENCIES OF DEPUTY PRINCIPALS

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## Abstract

*The research aims to determine the leadership levels the deputy principals feel, their perceptions of their personal features and the environment of the organization in which they demonstrate leadership role. In the research, case study method from qualitative research methods was used. The data were collected by one of the qualitative data collection tools; interviewing. The data were analysed with descriptive analysis techniques. The following results were obtained in the research: Deputy Principals consider themselves as leaders in terms of personal features and behaviours. The competencies of deputy principals in terms of leadership are; technical competencies, interpersonal competencies, conceptual and cognitive competencies. The aspects that deputy principals think that they need to improve and enhance are; human relations, determinedness, consistency, sensitivity, talkativeness and hurriedness. According to research results, it is found that deputy principals are of the opinion that schools have the centralist, inflexible, disaggregated, officialised and non-creative features of the organizational structure in terms of institution, culture, legislation and management.*

**Key words:** case study, deputy principals, leadership roles and attitudes, leadership competencies.

## Introduction

Schools are the environments that teaching-learning processes occur in the educational system. The effective and efficient management of the schools affects the quality of the education both directly and indirectly. In the quality of the school management, the managerial leadership perceptions that deputy principals have are important as well as principals have. Leadership is the process of affecting people to follow a particular way (Adair, 2005; Lunenburg and Ornstein, 2013), the power to activate the group members to accomplish group goals (Aydın, 2005), the product of personality rather than position (Erdoğan, 2004) and the social effect process that includes rational and emotional factors (Hoy & Miskel, 2012). Leadership consists of processes identified with the terms such as use of force, affecting, counselling, motivating aimed at accomplishing a particular goal (Cemaloğlu, 2013). Leadership is often compared to management. Though the two have been used interchangeably, they are not synonymous and they separate each other significantly (Lunenburg & Ornstein, 2013). Moreover, one can be a leader without being a manager. It is remarked that the main difference between a leader and a manager is that the managers do the work right but the leaders do the right work and that the managers focus on fulfilment but the leaders focus on the purpose. Kotter handles the management as a term relevant to practical structural details such as planning, organisation, supervising etc. But he considers leadership as the change-oriented process of visioning, networking and relating. Hersey and Blanchard utilizes two mission and human oriented dimensions related to leadership. Mission oriented leadership is defined as the elaborate description of the missions and responsibilities of an individual or a group. On the other side, the relation oriented leadership is either two sided or multiple sided relationship skills of the

leader. The second includes actively listening, encouraging, facilitating, clarifying and socially and emotionally supporting (Bolman & Deal, 2013).

The scientific studies on leadership have focused on the personal characteristics separating leaders from the others and the effective leaders from the ineffective leaders. Researchers have handled some of these features in the scope of a personality model including five biggest factors (extroversion, compatibility, responsibility, emotional balance and clarity) (Lunenburg & Ornstein, 2013). Traditional views about leaders are based on an individual and non-systematic worldview, such as the one who directs, takes the main decisions and activates unities. The traditional leadership view is basically based on the argument that people do not have any personal views, cannot deal with the power of change and these can only be reduced by great leaders. The resource of these ideas is “scientific management” revolution of Frederick Taylor. The scientific management revolution handles the traditional division of labour among employees and managers, and divides an organization into “thinkers” and “doers”. Leaders focus mainly on occasions and behaviours. Accordingly the organizations proceed in the same way. Therefore, modern organizations are generally reactive or responsive even at the best of times and they are rarely creative. However, in learning organizations, the new sense of leadership focuses on more elaborate and important issues. Leaders are designers, managers and teachers. They are responsible for establishing organizations in which people improve their skills of understanding the complexity, explaining their views and developing common intellectual models. They are responsible for learning and everyone in an organization should overtake the stages of thinking, doing, evaluating and reflecting (Senge, 2006).

At the end of twentieth century, the teaching leadership role of school managers working in cities was expected more in parallel with the efforts had been made to demolish the factors that cause lower academic success in students. The mere management skills were no longer considered enough claiming that powerful leadership is the key for more effective urban schools (Gümüşeli, 2014). The general understanding is that educational leaders should be open to innovations, have the determination to implement these innovations, have an improved knowledge and personality and integrate themselves with their surroundings. Thus, keeping the school performance higher in effective school studies is linked to school culture and environment, system, leadership structure and family support. Also the directions and participation to the decision of the leader are effective as well (Barth, 1991, Glasser, 1990, cited from Hopkins, 1987, 1996). The conducted studies have revealed strong relationships between students’ school success and managers’ educational leadership. Although researchers have agreed that the leadership features of the school manager affect students and school success, they have different opinions on whether this effect occurs directly, indirectly or reciprocal (Gümüşeli, 2014). Nevertheless, some research results indicate that the leadership of the school manager is the second most important factor after the roles of teachers and quality of educational programs. Even if not directly, the leadership of the school manager is indirectly efficient via institutions and relationships that affect education. The manager brings capacity in the school and it improves student success (cited from Leitwood, Seashore, Louis, Anderson ve Wahistrom, 2005, Militello, Rallis, Goldring, 2013).

Leadership and school management are contextualized (as cited in Beycioğlu and Aslan, 2007, Cemaloğlu, 2013), personal features, motivation and skills are systematically associated with school leadership (Hoy & Miskel, 2012) and a direct relationship between the leadership of the school manager and efficiency of the school is detected (Balçı, 2012). Because the leadership of the school manager plays a great role in the development of the education in schools. A school manager can create a suitable teaching-learning environment in the school, bring the student success into the forefront, provide unity in teaching programs and deliver organized learning atmosphere in order to increase student success. Managers and teachers are responsible for providing learning in schools. There is no sense in school managers’ being

“legislation watchers”. School managers belong to classrooms and hallways, not big offices. The main duty of the school manager is to guide the educational process (Özden, 2000). “Leader as a teacher” does not seek for teaching people how to create a vision. He/she is a teacher for he/she supports learning (Senge, 2006) and a leader should be learning based. Because a leader that knows how to learn does not resist change. He/she embraces the change and creates a culture of change (Özden, 2000).

The major situational factors in educational leadership are the environment, staff, features of the institution and the roles of the leader (Hoy & Miskel, 2012). A leader is regarded as one of the situational factors in an educational environment and the roles of a leader always change. Educational leaders are expected to increase the quality of the school life. The aspects that school leaders should consider are providing support to teachers while implementing the educational programs, encouraging the occupational improvements of the teachers, counselling their schools in the process of change, overcoming the problems, generating solutions, providing the effective usage of the resources, providing the parental support, forming a qualified school community and ensuring a happy school life to the students, providing and promoting education in all stages and being good role model (Turan, 2006). Educational leaders need to have some competences in order to carry out these roles. The competences of educational leaders related to leader efficiency are divided in three groups: technical competences (know-how information about the technique of completing a work), interpersonal competences (understanding the emotions and attitudes of other people, knowing how to work with other people in a group), conceptual and cognitive competences (rational and analytical thinking, induction and deduction, reasoning) (Hoy & Miskel, 2012).

Organizational structure is defined as the permanent features reflected from the systematic relations between organization and individuals, as a result of the distribution of the unities and positions (Lawrence & Allen, 1976). Mintzberg (2014) categorized the structural forms of an organization as simple structure, machine bureaucracy, professional bureaucracy, disaggregated form and flexible structure (adhocracy). The basic components of the simple structure consist of direct supervision, strategic upper management, centralization, small simplistic technical system, dynamic environment and the need of excessive power of the upper management. The basic features of the machine bureaucracy are standardization of the work processes, technical structure, behaviour formation, vertical and horizontal expertise, continuous functional grouping, vertical centralization and limited local localization, simple consistent environment and external supervision. Professional bureaucracy components are standardization of the skills, horizontal expertise, vertical and horizontal distribution of the responsibility and complex situational factors. The components of disaggregated form are standardization of the results (outputs), performance control system, limited horizontal local management, the power demand of middle level managers and service diversity. Lastly, flexible structure (adhocracy) components are reciprocal compliance, support staff of the management, organic structure, selective localization, horizontal expertise and complex, dynamic environment (Bolman, Deal, 2013, Mintzberg, 2014).

In Turkey, public and private schools, preschools, primary schools and secondary schools are affiliated to Ministry of National Education. Ministry of National Education organizes the methods and sources in public and private schools according to general purpose and principals of Turkish National Education. One of the bureaucratic structures organized in schools is the duty of deputy principal. In The Ministry of National Education Preschool and Primary School Regulations, the duties of the deputy principals are defined as “Deputy Principals substitutes the managers when the manager and the head assistant are not present in the school. A deputy principal carries out the duties assigned by the manager as well as the ones defined in job definition.” According to the Ministry of National Education Secondary School Regulations, the deputy principals are responsible for carrying out the educational and

managerial issues expediently and in a planned way. The duties, authorities and responsibilities of the deputy principals are defined as the following: Deputy Principals carry out the tasks related to documents, notes, charts and forms used in the school and sign when necessary. They attend the council, committee and teams formed within the scope of the related legislation, preside at them and carry out the related works. They carry out the guard duty, monitor the guard teachers and students, examine the guard reports and deliver the problems to the manager or the head assistant. They perform the operations about the students under their responsibility cooperatively with the manager and the head assistant. Also, they provide information flow on the electronic data base. As it is seen, the deputy principals are responsible for bureaucratic works, but they are not expected to perform any educational leadership in the educational processes.

Organizational managers are expected to be leaders and coordinate the staff in accordance with the organizational purposes in order to use the material and human resources of the organization rationally. Therefore, it is necessary for the school managers to have the leadership skills in order to provide rational usage of material and human resources of the school (Sağır, 2014). In schools, there is a need of school managers who can perform managerial leadership on student success, staff motivation and job satisfaction in order to create a productive teaching-learning environment. If managers do not demonstrate leadership roles in educational institutions, they may be obliged to maintain routine administrative duties and traditional managerial duties. The present research aims to determine the leadership levels the deputy principals feel, their awareness levels of their personal features and the environment and conditions of the organization in which they demonstrate leadership roles. Accordingly, the following questions were sought to be answered:

- 1) Being a deputy principal, do you consider yourself as a leader? If you do, what kind of leader do you feel yourself? Why?
- 2) What are your leadership skills as a deputy principal?
- 3) What are your weaknesses as a leader?
- 4) What kind of improvements need to be done in order to improve your leadership skills as a deputy manager in your institution? Why? (In the aspects of the institution, regulation, social, cultural, technical etc.).

## Methodology of Research

### *General Characteristics of Research*

The present research aims to determine the leadership levels the deputy principals feel, their awareness levels of their personal features and the environment and conditions of the organization in which they demonstrate leadership roles. The case study design which is one of the qualitative research techniques was used in the research. The case study design provides in depth analysis of the under-researched topic. It is preferred in various subjects of education, especially when the questions “what, how, why” are addressed (Çepni, 2012; Yin 2003; Yıldırım & Şimşek, 2005; Yılmaz, 2015.). The situations handled in the research are the leadership perceptions of deputy principals and the appropriateness of the organizational structure in schools to the leadership.

Criterion sampling method from the purposeful sampling methods was used in the determination of the study group. The criterion for having worked at least one academic year as a deputy principal was defined in order to raise awareness about the mission. The data were collected from 14 deputy principals who have been working in preschools (2), primary schools (4), secondary schools (3), vocational high schools (2) and high schools (2) in Duzce Central

in 2015-2016 academic year. Each interview lasted 30-45 minutes with the school managers and the data were collected with notes taken by the researchers. The study group consisted of 4 female and 10 male participants. One of them has master's degree and the rest of them have bachelor's degree. The educational seniority of the participants range between eight and twenty five years. 12 of them have been working as deputy principals for between one and eight years, one of them has been working for nine years and the other has been working for sixteen years.

### *Data Collection Tool*

The data were obtained with the interview form, which is one of the qualitative data collection tools. A semi structured interview form consisting of 4 questions about the leadership of deputy principals was conducted in the research. The semi structured interview form was developed in accordance with the literature review made by researchers. Also, the opinions of 19 students who have been getting a master's degree in the field of Educational Management Inspection Planning and Economy taking leadership theories and educational leadership lessons and who have been working as school managers, deputy principals and teachers were valued. The semi structured interview form was pre-applied on 6 students from the same master degree group and the open ended questions were determined.

- 1) Being a deputy principal, do you consider yourself as a leader? If yes, what kind of leader do you consider yourself? Why?
- 2) What are your strengths and weaknesses as a leader?
- 3) What kind of improvements need to be done in order to improve your leadership skills as a deputy manager in your institution? Why? (In the aspects of the institution, regulation, social, cultural, technical etc.).

### *Data Analysis*

The data were analysed with descriptive analysis techniques. In descriptive analysis, the collected data is summarized and interpreted according to previously determined themes. The data can be organized according to themes generated by the research questions and can be presented regarding the dimensions used in interview and observation processes (Yıldırım and Şimşek, 2008). Accordingly, the similar data were organized and interpreted in scope of particular notions and themes. The views of the participants were transferred without any change. The identities of the participants were hidden and they were named as DP1 (Deputy Principal 1), DP2 (Deputy Principal 2) ... DP13 (Deputy Principal 13). In order to increase the transmissibility of the research, the process was attempted to be explained in detail. All of the findings were provided in order to increase the internal consistency of the research.

## **Results of Research**

### *The Self Evaluation Leadership Perceptions of the Deputy Principals in terms of Personal Features (positive ethical perception, self-confidence, self-knowledge)*

After making self-evaluation in terms of personal features and behaviours, the majority of the school deputy principals consider themselves as leaders. They state their leadership features as:

- *Behaving as a role model*
- *Being consistent in word and behaviours*
- *Being moderate and positive*

- *Being solution oriented and willing to solve the possible problems*
- *Being adapted to the institution easily*
- *Having good relations*
- *Depriving themselves in order to solve the problems*
- *Following the rules*
- *Having good relationships with the public*
- *Being modest*
- *Being trustworthy*
- *Being subservient*
- *Being self-disciplined*
- *Creating a peaceful, independent and democratic working environment*
- *Being responsible and conveying responsibility sense to the teachers and students*
- *Being constructive*
- *Being energetic, researcher, open to new ideas, fair, enthusiastic, solution oriented*
- *Preventing discrimination*
- *Being a good listener*
- *Being cooperative*
- *Being open to criticism and believing that criticism improves people*
- *Being judicious*
- *Dignifying the opinions of the others*
- *Being patient*
- *Believing in the necessity of the cooperation with the shareholders*

That the deputy principals have self-confident and leadership potential in terms of personal features can be interpreted as the indicator of their potential to perform effectively, sufficiently and productively in their institutions. It can be inferred that this situation has positive aspects for school management and leadership. The deputy principals that do not consider themselves as leaders state that this situation results from legislation, structure of the institution and the manager (school manager), rather than their personal features. They claim that:

- *The current legislation does not allow deputy principals to be leaders*
- *The deputy principals only perform leadership to the extent permitted by the managers*
- *The school conditions and structure are not suitable for the leadership of the deputy principals*
- *The leadership is possessed mainly by the school manager*

The current findings is that deputy principals' inability to perform leadership roles does not stem from their personal features, but from the reasons related to legislation, conditions of the institution, upper management and manager. Thus, the school deputy principals can perform more efficient leadership roles when the negative factors affecting the leadership are demolished. The exact quotations of the school deputy principals about leadership self-evaluation are as follows:

- *I consider myself as a good leader because I am a responsible person and I want to transfer the responsibility culture to the teachers and students (DP1).*
- *I consider myself as a leader who acts as a role model and who is consistent in his words and behaviours. The feedback I received from my team mates are in this direction (DP2).*
- *I consider myself as a moderate, positive, solution oriented leader and I am willing to create a peaceful, independent, democratic working environment (DP3).*

- *I do not consider myself as an efficient leader as a deputy principal. The school manager holds the leadership in schools mainly. The deputy principals can perform leadership only when the school manager shares the leadership authorization coordinately with the deputy principals (DP4).*
- *I consider myself as someone who is solution oriented, constructive and who attempts to work without hurting anyone (DP5).*
- *Energetic, researcher, open to new ideas, fair, enthusiastic, solution oriented, anti-discrimination ... (DP6).*
- *I consider myself as a good leader. I am a good listener. I believe that we should cooperate with the school manager when a problem occurs. I am open to criticism. I believe that criticism improves us. (DP7)*
- *The correct legislation do not enable deputy principals to be leaders. The deputy principals only perform leadership to the extent permitted by the managers. The leadership is performed in some areas such as school culture, information, public relations, sharing the experience, fair attitudes among the personnel (DP8).*
- *I am a leader who tries his best. The extent of leadership in this correct conditions and school structure is argumentative but I try to fulfil the requirements of leadership roles to the most. The most important of all, I believe in the necessity of fairness and the cooperation of the other shareholders. (DP9).*
- *I am a deputy principal who can adapt to the institution easily, who is solution oriented and who have good relations, follow the rules, have good public relations and have self-discipline (DP10).*
- *I value the opinions of everyone and I am patient (DP11).*
- *I am a participatory and democratic leader and I consult the teachers in the process of decision. (DP12).*
- *Modest, trustworthy, subservient, solution oriented (DP13).*
- *We have a relationship based upon sincerity in our school. I consult my friends when doing a task and try to take decisions cooperatively. (DP14).*

*Leadership Skills of Deputy Principals***Table 1. The personal leadership areas of school deputy principals.**

Theme	Definition	Sub Categories
Technical Skills	Having the special knowledge about the technique to complete a particular task	<p>have the field information (DP3), try to make the best fist of the work (DP5), have the competence related to occupation and be good at information technologies(DP6), follow the innovations about school operation, provide technical equipment and contribute to the vocational success of the school staff (DP8), do the task at the right time and in the required quality, know the legislation (DP9), be punctual and hardworking (DP10), be organized and have comprehension knowledge of the field (DP11), demand to have things done timely, be planned, take notes, pay attention to working hours (DP12), be willing and hardworking, like and enjoy your job (DP1).</p>
Interpersonal – Social Skills	Understanding other people’s emotions and attitudes, having the knowledge to work co-operatively with people in a group	<p>provide coordination (DP13), be modest (DP1), take decisions with the team, be patient (DP2), have good communication skills, solve existing problems immediately, have field information (DP3), have strong personal relationships and be able to communicate effectively (DP2, DP4, DP6, DP14), be a good listener, think positively, be consistent (DP7), have equal relationships with each of the school personnel, contribute to the vocational development of them, creating a bridge between the public and the school manager, be accessible for the staff (DP8), have good relations with the staff, value their opinions, be fair (DP9), be trustworthy and honest(DP10), be agreeable, patient, empathise and have strong communication skills (DP11), Value the views of each member and appreciate when a task is completed (DP12).</p>
Conceptual or Cognitive Skills	Rational and analytical thinking, ability to work with induction and deduction reasoning skills	<p>solve the problems immediately (DP3), be determined, solution oriented (DP13), be open to new ideas (DP2), be determined to solve the problems (DP5), learn all the time (DP7), complete the work by using the initiative in the institution (DP9), give importance to organization (DP12).</p>

According to the table, school deputy principals consider themselves competent and skilful in terms of technical, interpersonal, conceptual and cognitive skills. The current finding indicates that deputy principals are aware of their skills, self-confident and self-aware. Therefore, it can be interpreted that deputy principals that participated in this research have positive attitude towards leadership. School deputy principals’ exact quotations about their skills in leadership are as follows:

- *I am modest, willing and hardworking. I love my job, therefore I enjoy it. I think I am productive (DP1)*



- *I take the decisions with my team, I am patient, I am open to new ideas and I have good relationships with people (DP2)*
- *I have good relationships, I solve the problems and I have field information (DP3)*
- *I have strong relationships with people and I have effective communication skills (DP4)*
- *I am decisive in solving the problems, I try to do my job the best I can (DP5)*
- *I know many things about my job. I am good at information technologies and human relations (DP6)*
- *I am a good listener. I always think positively. I am consistent (DP7)*
- *Important points in leadership are: following the innovations about the school operation, providing technical equipment to the school, treating the school personnel equally and contributing to their vocational development, connecting society and school manager, being available to personnel (DP8).*
- *I have good relationships with the personnel, I value their ideas and I try to fulfil the tasks in the right time. I think I know what to do in the school. I can complete the tasks in my institution by using my initiative. I do not have any confidence issues with personnel and upper management. I try to be fair in the institution (DP9)*
- *I am reliable, honest, punctual and hardworking (DP10)*
- *I am agreeable, patient, organized. I can empathize with other people. I have field information and effective communication skills (DP11).*
- *I value the ideas of each personnel, give importance to the organization. I am planned and I take notes. I give importance to working hours. I appreciate and thank people when a task is completed (DP12)*
- *I make teams, bring works to a conclusion, coordinate and solve problems. I am determined (DP13)*
- *I am social. I think my strength is working with parents and teachers taking their opinions (DP14)*

*Personal Perceptions of Deputy Principals (Self-monitoring – Deficiencies)*

Deputy Principals stated their deficiencies, the areas that they need to develop evaluating themselves objectively. The current findings indicate that deputy principals need to improve themselves in the areas of human relations (DP3), (DP4), (DP5), determination (DP8), (DP10), sensitivity (DP1), (DP7), out speaking (DP6) and hurriedness (DP11). The deputy principals' exact quotations about the areas that they think they need to develop and about their leadership deficiencies are as follows:

- *I believe I am emotional (DP1)*
- *I have too much compassion. I fail to create motivation within the team and the feeling of competition decreases (DP2)*
- *I have too much positive thought, I tire myself in order not to hurt anyone (DP3)*
- *I try not to hurt and sadden people and my colleagues (DP4)*
- *I fail to reject people, I try to do all of the work myself. I need to let go things with the flow (DP5)*
- *I talk too much as if I need to convince people. I cannot leave things to time and I fail to react to mistakes (DP6)*
- *I cannot be flexible for I overly dependent to principles and rules (DP7)*
- *I do not enough information about educational programs since I have been away from the classroom environment for a long time. I sometimes fail to manage the classroom. (DP8)*

- *I am too sincere with the personnel. If they perceive this sincerity negatively, the things may not work out. I am sometimes flexible in order to be beneficial to some people. This situation causes malfunctions and indiscipline (DP9).*
- *Inconsistency, indecisiveness, not being able to use computer effectively and failure to keep the distance between the personnel (DP10)*
- *Being hasty and overly compassionate (DP11)*
- *I sometimes fail to get rid of my inflexible behaviours. I sometimes do not understand the changes in personnel and students (DP12).*
- *I have many deficiencies. I think my biggest deficiency is not being able to reject people. There are many points that I do not know about being a deputy principal. I do not know the legislation properly (DP14).*

*The Appropriateness of Situational Structure of School Organizations to the Leadership of Deputy Principals***Table 2. The School Deputy Principals' views about the organizational structure of the school in which they demonstrate leadership roles.**

Theme	Definition	Participants' view
Local Centralisation	The decision making authority is in charge of the ones who are affected by the decision	- New legislations should be arranged so as not to prevent managers from interfering to the decisions taken by the deputy principals. Deputy principals should not be activated as officers, and they should be given freedom of movement (DP8).
Standardisation	On decisions, standard procedures are more effective than personal attitudes and initiatives in the organization	- In order to strengthen the leadership roles of deputy principals, the work should be separated from politics, pressure groups and arbitrary behaviours. The manager should provide the deputy principal with initiative and responsibility and should expect good work in return. The ministry should provide managers, students, teachers and staff with fair activities (DP9).
Formalisation	In the organization, written job definitions, rules, procedures and communication ways are used instead of communication tools based on informal face to face interactions	- In order to strengthen the leadership role of deputy principals, the legislation should be enhanced. I think educational philosophy is not correlated with the public and students. The families should be educated (DP11). - Trainings on legislation should be given, the physical substructure of the school should be strengthened, the manager should have a vision and a mission. Also the roles and work should be distributed (DP5).
Disaggregated Organizational	Standardization of the results (findings), mid-level performance control system, limited horizontal local centralization, power demand of mid-level managers and service variety	- Leadership cannot be acquired or strengthened through legislation, therefore I do not believe that any enhancement is necessary. Leadership comes from the nature and it is all about the acceptance of the person as a leader (DP4).
Education and Motivation	Vocational development and motivational activities	- Bureaucratic activities that motivate and encourage the personnel should be arranged (DP2) - The institution should trust and support its personnel (social, cultural, material and moral). The personnel should improve themselves in terms of management and legislation (DP3) - Activities that develops the institution in terms of management, legislation, social, cultural and technical aspects should be arranged. Unity, solidarity and willingness should be reinforced. Unwillingness and insensitivity should be demolished (DP6) - Being a newly appointed, I believe that there are so many things that I need to learn about the job. Instructions should be given to newly appointed deputy principals (DP7). - A good leadership seminar, eliminating the bilateral relations between the institutions, information exchange and a static legislation that do not change repeatedly (DP10). - In-service trainings should be increased and different applications in schools should be shared. New legislations and rules should be arranged in order to increase the effectiveness of the managers (DP12). - I recommend in-service trainings but I do not mean boring slideshows and monologues. A suspenseful and experience-based counselling service should be given (DP14).

According to the table, deputy principals think that the organizational structure in schools is centralist, inflexible, disaggregated, formalized and standardized. Therefore, the current organizational structure includes strict rules, operates according to a hierarchical system. In this structure, the upper level management manages the organization, takes the decisions and gives commands to the lower level personnel. The authority, communication and control are hierarchical in this structure (Torlak, 2008; Özcan, 2010). The school should have a flexible organizational structure for deputy principals to demonstrate leadership roles. Yet, there are less roles and regulations in a flexible organizational structure; the personnel are provided with independency to encourage their innovative and creative ideas. The horizontal communication facility enables the personnel to cooperate with each other. The decisions are taken in cooperation with the personnel rather than by the upper management. In this structure, the systems and people have less difficulty in adapting to the new conditions. The statutes are based on leadership skills, rather than a formal hierarchical position (as cited in Burns & Stalker, 1961; Özcan, 2010; Torlak, 2008; Eren, 2008).

Although the schools are defined as loose systems that value organic organizational structures (Sezgin, 2014), there are 2 dimensional approaches in terms of school systems. One of them is bureaucracy and the other is expertise. In other words, schools highlight the bureaucratic structure in routine and formal works and highlight expertise in teaching and learning processes (Hoy, Miskel, 2012). However, the table above demonstrates that the deputy principals are of the opinion that the bureaucratic structure is strongly effective in schools. Moreover, other dominant features, formalisation and organizational centralisation (Sezgin, 2014) was mentioned to be excessively experienced in schools.

## Discussion, Conclusions and Suggestions

In this research, the leadership perceptions of deputy principals and the appropriateness of the schools' organizational structures to the leadership were studied. The following results were obtained and suggestions were developed accordingly.

The school deputy principals consider themselves as leaders in terms of personal features and behaviours; behaving as a role model, being consistent in word and behaviours, being moderate and positive, being solution oriented and willing to solve the possible problems, being adapted to the institution easily, having good relations, depriving themselves in order to solve the problems, following the rules, having good relationships with the public, being modest, being trustworthy, being subservient, being self-disciplined, creating a peaceful, independent and democratic working environment, being responsible and conveying responsibility sense to the teachers and students, being constructive, being energetic, researcher, open to new ideas, fair, enthusiastic, solution oriented, preventing discrimination, being a good listener, being cooperative, being open to criticism and believing that criticism improves people, being judicious, dignifying the opinions of the others, being patient, believing in the necessity of the cooperation with the shareholders.

The competences that school deputy principals have:

Technical skills:

have the field information, try to make the best fist of the work, have the competence related to occupation and be good at information technologies, follow the innovations about school operation, provide technical equipment and contribute to the vocational success of the school staff, do the task at the right time and in the required quality, know the legislation, be punctual and hardworking, be organized and have comprehension knowledge of the field, demand to have things done timely, be planned, take notes, pay attention to working hours, be willing and hardworking, like and enjoy your job.

**Interpersonal skills:**

provide coordination, be modest, take decisions with the team, be patient, have good communication skills, solve existing problems immediately, have field information, have strong personal relationships and be able to communicate effectively, be a good listener, think positively, be consistent, have equal relationships with each of the school personnel, contribute to the vocational development of them, creating a bridge between the public and the school manager, be accessible for the staff, have good relations with the staff, value their opinions, be fair, be trustworthy and honest, be agreeable, patient, empathize and have strong communication skills, value the views of each member and appreciate when a task is completed.

**Conceptual or Cognitive Skills:**

solve the problems immediately, be determined, solution oriented, be open to new ideas, be determined to solve the problems, learn all the time, complete the work by using the initiative in the institution, give importance to organization.

The areas that deputy principals think they need to improve themselves are human relations, determination, consistency, sensitivity, out speaking and hurriedness. In literature, the educational organizations are defined as loose systems and it is stated that it is impossible to relate all actions to strict standards (as cited in Weick, 1976, Sezgin, 2014, Bursalioğlu, 2013). However, According to research results, it is found that deputy principals are of the opinion that schools have the centralist, inflexible, disaggregated, officialised and non-creative features of the organizational structure in terms of institution, culture, legislation and management. The current result coincides with the research results of “Bureaucratic Problems in Schools” carried out by Göksoy (2015). In the research, it was detected that the schools have been experiencing strict hierarchy, bureaucracy and strict prescriptivism. Furthermore, according to research results, school managers are not expected to demonstrate leadership in Turkey and in many other countries (Turan, 2014).

The fact that school managers take part in school efficacy and activities and that they are responsible for not only school operations but also students’ performances highlight the need for their leadership roles (Glasman, 1984, Robinson, 2007, Ross & Gay, 2006, as cited in Cotton, 2003, Turan, 2014, Şişman, 2011). Schools should have a flexible structure in order to encourage deputy principals to demonstrate leadership roles. In this kind of organizational structure, there should be less rules and legislations. The personnel should be given independency to improve their innovative and creative ideas. They should cooperate with each other with the horizontal communication facility. The decisions should be taken in cooperation with the deputy principals. Also, the statutes should be based on leadership skills rather than official hierarchical positions.

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