



The facets of job satisfaction among vice-principals in elementary schools

Kadir Beycioglu

Faculty of Education, Dokuz Eylul University, Izmir, Turkey

Niyazi Ozer

Inonu University, Malatya, Turkey, and

Celal Tayyar Ugurlu

Cumhuriyet University, Sivas, Turkey

Abstract

Purpose – Literature on vice-principals that aims to get a better understanding of their roles, role perceptions in school management, and their attitudes towards school management have revealed that the vice-principalship is one of the least researched and least discussed. The purpose of this paper is to explore the facets of job satisfaction among Turkish vice-principals.

Design/methodology/approach – Data were collected via a survey administered to 159 vice-principals working for elementary schools in a city in the eastern part of Turkey and results were gathered by May 2010. A two-part survey questionnaire was used to elicit responses from vice-principals. The instrument consists of 31 items and asks respondents to indicate the extent of their agreement with each of the items on a four-point Likert scale. In this study items were designed as a five-point scale. There is a section to collect personal information. It was included together with an item asking for their career orientation.

Findings – The results confirmed that the job satisfaction of vice-principals had four job facets: “professional commitment”, “sense of synchrony”, “sense of efficacy”, and “level of personal challenge”. The results showed that the facets of “sense of efficacy” and “sense of synchrony” were major sources of job satisfaction, and that the vice-principals who had any educational administration degree felt themselves more effective and more synchronic. The vice-principals who did not plan to be a principal felt themselves less effective when coping with work stress and balancing their work and personal lives.

Originality/value – The paper provides a better understanding of vice-principals’ roles, role perceptions in school management, and their attitudes towards school management, and extends knowledge about the facets of job satisfaction among Turkish vice-principals.

Keywords Turkey, Primary schools, Educational administration, Management roles, Job satisfaction, Administrators, Elementary schools, Vice-principals

Paper type Research paper

1. Introduction

Today I’ve done hardly anything but sit around, read a little here, a little there, but mainly I’ve done nothing, or listened to a very slight pain as it worked in my temples. All day long I was preoccupied with. [*school works*], in torment, in love, in worry, and in quite an indefinite fear of something indefinite, whose indefiniteness consists largely in the fact that it goes beyond the bounds of my strength. Why can’t one resign oneself to the fact that to live in this very special, suspended suicidal tension?

[...] What I really want to say by this I don’t know, I only want somehow to grasp hold of laments, not of the spoken but of the silent ones which come out of [*work*], and I can do it, for essentially they are mine [...] (Kafka, 1983, p. 175).



We really do not know, either, if vice-principals do suffer from being in and working for schools as if they were someone “*Kafkaesque*” in Franz Kafka’s enigmatic works who suffers from absurdity, bureaucracy, ambiguousness, and anxiety-ridden and grotesque alienation. We do not know because we do not know what to know or what to not know. The reason is that we do not have much data about vice-principals’ work lives.

Vice-principals or deputy heads or assistant principals are, for Cranston *et al.* (2004), forgotten leaders in our schools. We do not know much about those forgotten but critical leaders “in the shadows” (Daresh and Arrowsmith, 2003). Ribbins (1997) claimed that they have been ignored and that “the literature on deputies and deputy headship is far more modest than that available on heads and headship” (p. 296). As Weller and Weller (2002) denoted, “the role of the assistant is one of the least researched and least discussed topics in professional journals and books focusing on educational leadership” (p. xiii). Few researchers have studied on deputies and their roles in school management and instruction to get a better understanding of their roles, role perceptions and their attitudes towards school management (Austin, 1972; Celikten, 2001; Dorman and D’Arbon, 2003; Greenfield *et al.*, 1986; Harvey, 1994a; Harvey and Sheridan, 1995; Hausman *et al.*, 2002; Jayne, 1996; McBurney and Hough, 1989; Owen *et al.*, 1983; Van Eman, 1926).

However, as Clerkin (1985, p. 17) implied nearly two decades ago, “it is generally assumed that deputy heads are recruited as potential headteachers”. In a similar view, Daresh and Arrowsmith (2003) explained that “deputy headship has traditionally been a regular and critical step in the long-term process of becoming a headteacher” (p. 45). Harvey (1994b) stated that vice-principals are historically supposed to act as the administrative assistant of the principals. Briefly vice-principals have been supposed to be leaders in the future of schools, and vice-principalship is considered as the career path towards principalship. This is what makes their roles in and their attitudes towards school management vital.

That the role of vice-principalship has not been widely debated in the field may be the sign of ambiguousness or paradox of the term, and the role perception of/expectation from vice-principalship. Armstrong (2009) stated “the assistant principalship role lacks clear professional boundaries and policy definitions” (p. 5). Although they are vital to a successful school, there have been an unclear understanding of what roles and responsibilities vice-principals have in schools, and how their attitudes towards their career affect their desire to become principals. In a literature report which was carried out in the UK for National College for School Leadership (NCSL) (Harris *et al.*, 2003, p. 2), the authors of the report, evidenced, for example, the following statements about the roles of assistant principals:

- role tensions exist for deputy or assistant heads as the responsibilities often overlap with those of the headteacher. In some cases, deputies are expected to fulfil all the responsibilities of the headteacher and to deputize fully when the headteacher is away from the school;
- within most schools assistant and deputy headteachers are given particular areas of responsibility such as discipline, staff development data-management or attendance;
- the main role of the assistant or deputy headteacher is considered to be one of ensuring stability and order in the school. They view the role as having maintenance rather than a developmental or leadership function; and

- the leadership potential of assistant and deputy headteachers in many schools is not being fully released or exploited. The leadership capabilities of deputy and assistant headteachers are not being developed in the role.

According to Harris and Lowery (2004), in addition to the task of discipline, “filling out paperwork; conferencing with parents, students, and faculty; coordinating staff development; evaluating personnel; attending central office meetings; observing classrooms; attending special education meetings; developing the school’s master schedule; helping with transportation; and working with community services are some of the more common responsibilities” (p. 5). However, as the candidate leaders of schools, the role of assistant principals should include leadership, and must go beyond nuts and bolts duties.

We can conclude that the role of vice-principal is quite complex and, for Harris and Lowery (2004), “challenging due to role ambiguity (too many gray areas), role conflict (caught between disciplining students and creating proactive plans), and role overload (never-ending responsibilities)” (p. 8). Those complexities and ambiguities have effects on their work life. Kwan Yu-kwong and Walker (2009) put forward, for example, “a number of studies suggest that there is a connection between the level of a vice-principal’s job satisfaction and their desire to become a principal and the vice-principals’ level of job satisfaction” have effects on “how well they do their jobs” (p. 2). When they face conflicts in their roles and various responsibilities, they need to spend much time and energy which make them feel they do not spare enough time for their personal and professional development, and “they may become angry, confused, and depressed” (Marshall and Hooley, 2006, p. 9).

Harris *et al.* (2003, pp. 2-3) also denoted some contemporary changes in vice-principal’s role such as:

- there is increased pressure on assistant and deputy headteachers within schools to meet the many demands and requirements imposed externally upon schools and generated internally within schools;
- this expanded set of responsibilities inevitably places an additional demand on the time of deputy and assistant headteachers. In most cases, extra time has not been allocated and more “personal” time is being taken to complete the tasks required;
- in primary schools there is a particular tension between the teaching and management roles of the deputy and a great pressure upon the time available to fulfil both roles;
- the influence and involvement of the assistant or deputy headteacher in leadership and development activities differs considerably across schools;
- in some schools assistant and deputy headteachers remain a central part of the discussion and decision-making process while in other schools the decisions are still made by the headteacher with little real consultation; and
- where assistant and deputy principals build up strong relationships with principals the possibility for broadening leadership responsibilities and extending responsibility for developing the school is increased.

The existing unclear understanding of what roles and responsibilities they have, and the effects of current changes in vice-principal’s roles and responsibilities may result in

their suffering from “absurdity”, “bureaucracy”, “ambiguousness” and “anxiety-ridden and grotesque alienation” like Kafka’s Mr (Joseph) K in *The Trial*.

That is why it is vital to study vice-principalship because, for Kwan Yu-kwong and Walker (2009), the vice-principalship is frequently an entry level position for the principalship; vice-principals maintain the norms and rules of school culture; vice-principals frequently play the role of mediator and, they are normally the first to encounter the fundamental dilemmas of school systems on a daily basis.

The limited literature abroad, mainly referenced above parts of this paper, is much richer than the literature in Turkey. But, issues in the Turkish context of vice-principalship are not very different from the above-mentioned issues. Similarly there is little research on vice-principals and vice-principalship in Turkey. We do not know much about Turkish vice-principals’ opinions about the effects of the ambiguity on their job and work lives. That is why conducting a study in Turkey on vice-principals’ opinions about the facets of their job satisfaction was deemed necessary by the researchers. We decided to, as Kwan Yu-kwong and Walker (2009) phrased, “contribute the literature by simultaneously taking both facet and overall job satisfaction together by further exploring the respective influence of the various job facets on overall satisfaction” (p. 2) among vice-principals. They concluded that job satisfaction “relates to the degree to which a person is satisfied with some or all aspects of their job [...] and [...] it is a powerful determinant of people’s commitment to their job and to their job performance” (p. 3).

2. Methodology

2.1 Introduction

This study aimed to explore the facets of job satisfaction among vice-principals in Turkey. A descriptive study which utilizes questionnaires/surveys enables researchers to describe current conditions (Cohen *et al.*, 2000; Dörnyei, 2003; Hoy, 2010; Lehtonen and Pahkinen, 2004; Wilkinson and Birmingham, 2003). In Creswell’s (2009) words “a survey design provides a quantitative or numeric description of trends, attitudes, or opinions” (p. 145). As Muijs (2004) put forward “it is possible to study a wide range of research questions using survey methods. You can describe a situation, study relationships between variables” (p. 44). Therefore, using a survey questionnaire to obtain a set of quantitative data which could be administered to groups was chosen as the methodological perspective.

2.2 Participants

The data were gathered from 159 vice-principals working for elementary schools in a city in the eastern part of Turkey and results were gathered by May 2010. A two-part survey questionnaire was used to elicit responses from vice-principals. In the first part of the survey, there were demographic questions. A total of 16 participants were graduates of educational administration and 143 of them were of other departments. A total of 89 participants confirmed that they were planning to move to principalship, and 70 of them expressed that they were not. There were 59 vice-principals who were working in schools that had below 500 students, 56 principals were working for schools that had student enrolment ranging from 500 to 999, and 44 vice-principals were the administrators of schools that had more than 1,000 student enrolment.

2.3 Instrument

Data were gathered using an adopted survey which was used in Hong Kong by Kwan Yu-kwong and Walker (2009). They selected the instrument because it is one of the very few validated instruments available that looks specifically at the vice-principals' job satisfaction and it was constructed around established theories of school leadership as well as the more generic job satisfaction literature (Kwan Yu-kwong and Walker, 2009). The findings of factor analysis in Kwan Yu-kwong and Walker's study indicated that there are four main dimensions of satisfaction which have influence on overall satisfaction; "professional commitment", "level of personal challenge", "sense of efficacy" and "sense of synchrony". Kwan Yu-kwong and Walker (2009) explained the factors as in the following:

"Professional commitment" describes the vice-principals' enthusiasm for and perceived worthiness of their profession. The "sense of efficacy" component reflects the vice-principals' belief in their ability to discharge their responsibilities and improve schools. "Level of personal challenge" refers to the degree of work stress experienced by the vice-principals, as well as their ability to balance their work and personal lives. "Sense of synchrony" relates to the school environment and measures the degree of congruence among colleagues on school mission and the extent of support received by vice-principals from colleagues (pp. 12-13).

Professional commitment dimension as the first facet involves the statements such as:

- I think the stress and challenges of my job are well worth it.
- I think about staying home from school because I am just too tired to go.

Level of personal challenge dimension, the second facet, involves the statements such as:

- I find it hard to keep track of the changing demands of my work.
- I find it difficult to find time for my own professional development.

The other facet of the instrument, sense of efficacy dimension, involves the statements such as:

- I am confident in my ability to be an effective school leader.
- Most of the teachers in my school consider me a positive role model.

The fourth facet of the instrument, sense of synchrony, involves the statements such as:

- My school has explicit goals for student performance.
- I have a good working relationship with the teachers in my school.

The instrument consists of 31 items and asks respondents to indicate the extent of their agreement with each of the items on a four-point Likert scale. In this study items were designed as a five-point scale. There is a section to collect personal information. It was included together with an item asking for their career orientation. This was done to differentiate the aspiring vice-principals, or those who aspired to the principalship, from career vice-principals, or those who did not aspire to the post.

Turkish adaptation of the scale. When adapting the scale, first the items were translated into Turkish using a two-way translation method (first English to Turkish, then Turkish to English). Next this initial scale form was forwarded to three experts of English and Turkish languages and two vice-principals to test the scope and clarity of

the items. The initial form was developed into its final version in line with the experts' and vice-principals' views. In order to test the construct validity of the scale, the scale was subjected to exploratory factor analysis (EFA). EFA was done on the data obtained from 159 vice-principals. Prior to performing EFA the suitability of data for factor analysis was assessed. Kaiser-Mayer-Olkin's measure of sampling adequacy was found "0.80", exceeding the recommended value of "0.60", and the Bartlett's test of sphericity (1889,766, $p=0.00$) reached statistical significance, supporting the factorability of the correlation matrix (Pallant, 2003). The criteria considered for the EFA in this study are as follows (Cecen, 2006; Pallant, 2003): the items loaded in each factor are consistent in terms of meaning and scope, Eigenvalue of each factor is "1.0" at minimum, each item takes "0.40" or more factor loading in the factor it falls, the difference between the factor loadings of an item in the factor it falls and the other factors is "0.10" and more. Next the 31 items of the scale were subjected to principal components analysis. After ten items (4,6,7,8,10,12,14,16,22,29) not meeting the criterions above were discarded, the analysis was repeated, which yielded the presence of a four-factor structure as the original scale. There were five items (13, 11, 9, 17, 15) in "sense of synchrony" sub-scale; six items (20, 21, 24, 23, 18, 19) sub-scale in "sense of efficacy" sub-scale; four items (2, 1, 3, 5) in "professional commitment" sub-scale; and five items (30, 27, 28, 31, 26) in "level of personal challenge" sub-scale. Factor loadings, per cent of cumulative variances explained, Cronbach α coefficients, and item-total correlation coefficients for remaining items were shown in Table I.

Item	Factor				Item-total correlations	M	SD
	1	2	3	4			
13	0.818				0.807	4.23	0.81
11	0.756				0.752	4.03	0.87
9	0.708				0.759	3.79	1.03
17	0.625				0.712	3.88	0.97
15	0.558				0.634	3.61	0.89
20		0.781			0.735	4.14	0.77
21		0.735			0.776	3.79	0.90
24		0.683			0.665	3.53	1.30
23		0.652	0.390		0.790	4.14	0.91
18	0.324	0.599			0.625	4.40	0.74
19	0.428	0.580			0.745	4.17	0.84
2			0.836		0.839	4.09	1.07
1			0.759		0.783	4.28	0.93
3			0.731		0.750	3.57	1.20
5			0.435		0.647	3.31	1.39
30				0.744	0.761	3.16	1.20
27				0.699	0.714	3.14	1.30
28				0.695	0.732	3.40	1.28
31				0.653	0.666	2.45	1.34
26				0.624	0.593	2.48	1.21
Eigenvalues	5.31	2.85	1.70	1.37			
Cumulative variance explained (total: percent 56.180)	26.55	14.24	8.49	6.87			
Cronbach α coefficients	0.72	0.78	0.80	0.73			

Note: *Factor loadings below "0.30" are not displayed in the table

Table I.
Factor loadings,*
item-total correlation
coefficients, means and
standard deviances of
the scale items

As it can be seen in Table I, the factor loadings of the items range between “0.435” and “0.836” whereas item-total correlations range between “0.593” and “0.839”. It was also found that this four-factor solution explained 56.18 per cent of the total variance. Kline (1994) argues that for a scale to explain more than 40 per cent of the total variance is a significant indicator in favour of construct validity.

2.4 Procedures

A total of 200 surveys were administered to the participants during May 2010, and 159 of them were returned. Values of responses to the items ranged from 1 to 5. The score of 1 indicated that the participants did not agree with the item, and a score of 5 indicated that they agreed the item. Statistical analysis including *t*-tests and analysis of variance (ANOVA) were computed by using the SPSS (Gerber and Finn, 2005; Pallant, 2003).

3. Results

It was expected that the study would reveal the facets of job satisfaction among vice-principals in Turkey. The study also intended to add debates to the knowledge base of vice-principalship in Turkish and international literature. We calculated the overall mean of the items and sub-scales. We found that the mean for the items was 3.67; the mean for “sense of synchrony” was 3.90; the mean for “sense of efficacy” was 4.02; the mean for “professional commitment” was 3.81; and the mean for “level of personal challenge” was 2.92. The means above the midpoint of the survey scores (ranging from 1 to 5) indicated that vice-principals had the sense of job satisfaction and that they thought they had a high degree of professional commitment, a strong sense of synchrony and efficacy and an intensive level of personal challenge.

3.1 Differences between graduates of educational administration and graduates of other departments

One of the purposes of this study was to investigate whether there would be a significant difference in opinions of vice-principals who were the graduates of educational administration and those of other departments. To verify that there was a significant difference, a *t*-test was used. According to the results the means for vice-principals who were educational administration graduates were higher than those of other branches in sense of synchrony and sense of efficacy dimensions (Table II). The statistically significant differences show that the vice-principals who had educational administration education felt themselves more effective and more synchronic in their schools.

Sub-scale	Graduate degree	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>
Professional commitment	Educational administration	16	15.43	3.94	0.228	0.82
	Other departments	143	15.23	3.38		
Sense of synchrony	Educational administration	16	21.18	1.93	2.097	0.03
	Other departments	143	19.34	3.43		
Sense of efficacy	Educational administration	16	26.12	2.27	3.261	0.00
	Other departments	143	23.96	4.05		
Level of personal challenge	Educational administration	16	14.87	4.54	0.241	0.81
	Other departments	143	14.59	4.40		

Table II.
Differences between graduates of educational administration and those of other departments

3.2 Differences in opinions of vice-principals who planned to be a principal and who did not

We wanted to see if there were differences in vice-principals' opinions with regard to their planning to be a principal in future. A *t*-test was used to reveal the results. Table III shows the differences in opinions of vice-principals who planned to be a principal and vice-principals who did not plan. According to the results the mean for vice-principals who did not plan to be a principal in the future was higher than those who planned in level of personnel challenge dimension. The statistically significant difference shows that the vice-principals who did not plan to be a principal felt that they had more difficulties when dealing with personnel in their schools.

3.3 Differences in opinions of vice-principals in terms of total student enrolment

It was assumed that there would be differences among vice-principals' opinions in terms of total student enrolment. We used one-way ANOVA with *post hoc* to verify whether there were differences. According to the results there were no statistically significant differences that show that number of students in schools have no effect in the facets of job satisfaction among Turkish vice-principals in elementary schools (Table IV).

3.4 Differences in opinions of vice-principals in terms of their experiences in vice-principalship

To test if there were any differences in vice-principals opinions in terms of professional experience in vice-principalship, we used one-way ANOVA with *post hoc*. Table V shows the differences in opinions of vice-principals in terms of their experiences in vice-principalship. The results pointed out that the mean for vice-principals who had less than five years was lesser than those who had more than five years in sense of efficacy dimension. The statistically significant difference shows that the vice-principals who had less than five years felt that they were less effective in their schools.

4. Discussion

The study confirmed that the job satisfaction of Turkish elementary school vice-principals had four job facets: "professional commitment", "sense of synchrony", "sense of efficacy" and "level of personal challenge". This result confirmed what Kwan Yu-kwong and Walker (2009) found for the context of Hong Kong secondary school vice-principals that established that the job satisfaction of school vice-principals was built on the facets of "professional commitment", "sense of synchrony", "sense of efficacy" and "level of personal challenge".

Sub-scale	Planning to be a principal	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>
Professional commitment	Yes	89	15.38	3.48	0.539	0.51
	No	70	15.08	3.39		
Sense of synchrony	Yes	89	19.58	3.15	0.210	0.83
	No	70	19.47	3.62		
Sense of efficacy	Yes	89	24.68	3.76	1.820	0.07
	No	70	23.54	4.12		
Level of personal challenge	Yes	89	13.83	4.40	2.602	0.01
	No	70	15.62	4.21		

Table III.
Differences in opinions
of vice-principals who
planned to be a principal
and vice-principals who
did not plan

Table IV.
Differences in opinions of
vice-principals in terms
of total student enrolment

Sub-scale	Student enrolment	<i>n</i>	Mean	SD	<i>F</i>	<i>p</i>
Professional commitment	Below 500	59	15.27	3.09	1.300	0.27
	500-999	56	14.75	3.35		
	1,000 +	44	15.86	3.92		
	Total	159	15.25	3.43		
Sense of synchrony	Below 500	59	19.59	3.52	0.805	0.45
	500-999	56	19.12	3.11		
	1,000 +	44	19.97	3.45		
	Total	159	19.53	3.35		
Sense of efficacy	Below 500	59	24.67	3.52	0.782	0.46
	500-999	56	24.00	4.39		
	1,000 +	44	23.75	3.94		
	Total	159	24.18	3.95		
Level of personal challenge	Below 500	59	14.05	4.55	1.902	0.15
	500-999	56	15.53	4.17		
	1,000 +	44	14.22	4.38		
	Total	159	14.62	4.40		

Table V.
Differences in opinions
of vice-principals in terms
of their experiences
in vice-principalship

Sub-scale	Professional experience in vice-principalship	<i>n</i>	Mean	SD	<i>F</i>	<i>p</i>	<i>Post hoc</i> (Scheffe)
Professional commitment	Below 5 years	93	14.79	3.46	2.350	0.09	
	6-10 years	33	15.54	3.59			
	11 years +	33	16.24	3.01			
	Total	159	15.25	3.43			
Sense of synchrony	Below 5 years	93	19.35	3.53	0.772	0.46	
	6-10 years	33	19.39	3.13			
	11 years +	33	20.18	3.07			
	Total	159	19.53	3.35			
Sense of efficacy	Below 5 years	93	23.30	3.71	6.272	0.00	1 < 3
	6-10 years	33	25.03	4.23			
	11 years +	33	25.81	3.74			
	Total	159	24.18	3.95			
Level of personal challenge	Below 5 years	93	14.04	4.47	2.058	0.13	
	6-10 years	33	15.66	4.13			
	11 years +	33	15.21	4.31			
	Total	159	14.62	4.40			

The results of the study indicated that Turkish elementary vice-principals had the sense of job satisfaction and that they thought they had a high degree of professional commitment, a strong sense of synchrony and efficacy, and an intensive level of personal challenge. From the results of the study, we can discuss that “sense of efficacy” and “sense of synchrony” were major sources of job satisfaction among Turkish elementary school vice-principals. The sense of synchrony resulted from a good working relationship with colleagues and the existence of a commonly shared school vision; and “sense of efficacy” from the feeling of bringing improvement to the school.

In Kwan Yu-kwong and Walker's (2009) words, "the vice-principals had a higher sense of synchrony if they were working in a more harmonious school environment and that working in such a school tended to make them feel more satisfied with their jobs" (p. 14).

The study revealed that there was a significant difference which showed that the vice-principals who had educational administration education felt themselves more effective and more synchronic in their schools, and more supportive of their colleagues in school environment. This result also may be the sign of having a graduate degree of educational administration better prepared the participants for their job. They felt more enthusiastic and worthy of their profession. They also recognized their ability to discharge their responsibilities and improve schools, and their ability to balance their work and personal lives.

Another statistically significant difference implied that the vice-principals who did not plan to be a principal experienced more difficulties when coping with work stress and balancing their work and personal lives than their career counterparts. In another study of vice-principals in Hong Kong, Kwan and Walker (2008) found that vice-principals who aspire to be a principal are more satisfied in their jobs.

The results of student enrolment showed there that were no statistically significant differences, and displayed that number of students in schools have no effect in vice-principals' job satisfaction. The last statistically significant difference introduced that experienced vice-principals felt themselves more effective in their schools. They had a stronger belief in their ability to discharge their responsibilities and improve schools than that of less experienced.

5. Conclusion

Literature on vice-principals and vice-principalship aims to get a better understanding of their roles, role perceptions in school management, and their attitudes towards school management have revealed that the role of the assistant is one of the least researched and least discussed topics in professional journals and books focusing on educational leadership. Studies discovered that the role of vice-principal is quite complex and ambiguous. The role ambiguity, role conflict, and too many responsibilities have effects on their work life and their job satisfaction. Keeping the limited literature both in Turkey and abroad, we aimed to mirror the effects of the ambiguity on vice-principals' job and work lives, and to reveal vice-principals' opinions about the facets of their job satisfaction in Turkey.

The results confirmed that the job satisfaction of Turkish elementary school vice-principals had four job facets: "professional commitment", "sense of synchrony", "sense of efficacy" and "level of personal challenge". The results of the study indicated that Turkish elementary vice-principals had the sense of job satisfaction. The results showed that the facets of "sense of efficacy" and "sense of synchrony" were major sources of job satisfaction among Turkish elementary school vice-principals. The study also revealed that the vice-principals who had educational administration education felt themselves more effective and more synchronic in their schools, and more supportive of their colleagues in school environment. This result urges any policy makers in the Ministry of National Education who do not take the graduates of the departments of educational administration into account when appointing principals, if they are the advocates of developing schools through school leadership. Because and most importantly, the participating vice-principals in this study recognized their ability to discharge their responsibilities and improve schools.

The vice-principals who did not plan to be a principal felt themselves less effective when coping with work stress and balancing their work and personal lives than the vice-principals who aspired to be a principal. In Kwan and Walker's (2009) words, "if vice-principals find their jobs more satisfying, their interest not only in becoming a principal, but also in becoming better in their present role, may well be boosted" (p. 16).

It is obvious that the present study has some limitations. With this in mind, it is suggested that future studies about vice-principals and vice-principalship may consider a comparative and mixed-methods research of vice-principals, principals and teachers' judgments since this study reflected only vice-principals' opinions to get a better understanding of the career. In addition, it is recommended for future studies to conduct another comparative and larger research focusing the difference between vice-principals planning to be a principal and vice-principals aspiring to be a principal.

References

- Armstrong, D.E. (2009), *Administrative Passages: Navigating Transition from Teacher to Assistant Principal*, Springer, Dordrecht.
- Austin, D.B. (1972), "The assistant principal – what does he do?", *Theory into Practice*, Vol. 11 No. 1, pp. 68-72.
- Cecen, A.R. (2006) "Duyguları yönetme becerileri ölçeğinin geliştirilmesi: geçerlik ve güvenilirlik çalışmaları [Validity and reliability studies of the emotions management skills scale-EMSS]", *Turkish Psychological Counseling and Guidance Journal*, Vol. III No. 26, pp. 101-13.
- Celikten, M. (2001), "The instructional leadership tasks of high school assistant principals", *Journal of Educational Administration*, Vol. 39 No. 1, pp. 67-76.
- Clerkin, C. (1985), "School-based training for deputy heads and its relationship to the task of primary school management", *Educational Management Administration Leadership*, Vol. 13 No. 1, pp. 17-28.
- Cohen, L., Manion, L. and Morrison, K. (2000), *Research Methods in Education*, 5th ed., RoutledgeFalmer, London.
- Cranston, N., Tromans, C. and Reugebrink, M. (2004), "Forgotten leaders: what do we know about the deputy principals in secondary schools?", *International Journal of Leadership in Education*, Vol. 71 No. 3, pp. 225-42.
- Creswell, J.W. (2009), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage, Thousand Oaks, CA.
- Dareh, J. and Arrowsmith, T. (2003), *A Practical Guide for New School Leaders*, Paul Chapman Publishing, London.
- Dorman, J.P. and D'Arbon, T. (2003), "Assessing impediments to leadership succession in Australian Catholic schools", *School Leadership & Management*, Vol. 23 No. 1, pp. 25-40.
- Dörnyei, Z. (2003), *Questionnaires in Second Language Research: Construction, Administration, and Processing*, Lawrence Erlbaum Associates, Hillsdale, NJ.
- Gerber, S.B. and Finn, K.V. (2005), *Using SPSS for Windows: Data Analysis and Graphics*, 2nd ed., Springer, New York, NY.
- Greenfield, W.D., Marshall, C. and Reed, D. (1986), "Experience in the vice-principalship: preparation for leading schools?", *Journal of Educational Administration*, Vol. 24 No. 1, pp. 107-21.
- Harris, A., Muijs, D. and Crawford, M. (2003), *Deputy and Assistant Heads: Building Leadership Capacities*, NCSL, Nottingham.

- Harris, S. and Lowery, S. (2004), *Deputy and Assistant Heads: Building Leadership Capacities*, Scarecrow Education, Lanham, MD.
- Harvey, M. (1994a), "The deputy principal: retrospect and prospect", *Educational Management Administration Leadership*, Vol. 22 No. 1, pp. 26-38.
- Harvey, M. (1994b), "Empowering the primary school deputy principal", *International Journal of Educational Management*, Vol. 8 No. 3, pp. 15-25.
- Harvey, M. and Sheridan, B. (1995), "Measuring the perception of the primary school deputy principal's responsibilities", *Journal of Educational Administration*, Vol. 33 No. 4, pp. 69-91.
- Hausman, C., Nebeker, A., McCreary, J. and Donaldson, G. (2002), "The worklife of the assistant principal", *Journal of Educational Administration*, Vol. 40 No. 2, pp. 136-57.
- Hoy, W.K. (2010), *Quantitative Research in Education*, Sage, Thousand Oaks, CA.
- Jayne, E. (1996), "Developing more effective primary deputy (or associate) heads: enhancing the partnership", *Educational Management Administration Leadership*, Vol. 24 No. 3, pp. 317-26.
- Kafka, F. (1983), *Letters to Milena*, in Haas, W. (Ed.), Penguin Books, Middlesex.
- Kline, P. (1994), *An easy guided to factor analysis*, Routledge, New York.
- Kwan, P. and Walker, A. (2008), "Vice-principalship in Hong Kong: aspirations, competencies and satisfaction", *School Effectiveness and School Improvement*, Vol. 19 No. 1, pp. 73-97.
- Kwan Yu-kwong, P. and Walker, A. (2009), "Secondary school vice-principals: commitment, challenge, efficacy and synchrony", *British Educational Research Journal*, Vol. 36 No. 4, pp. 531-48.
- Lehtonen, R. and Pahkinen, E. (2004), *Practical Methods for Design and Analysis of Complex Surveys*, 2nd ed., Wiley & Sons, West Sussex.
- McBurney, E.G. and Hough, J. (1989), "Role perceptions of female deputy heads", *Educational Management Administration Leadership*, Vol. 17 No. 3, pp. 115-18.
- Marshall, C. and Hooley, R.M. (2006), *The Assistant Principal: Leadership Choices and Challenges*, Corwin Press, Thousand Oaks, CA.
- Muijs, D. (2004), *Doing Quantitative Research in Education with SPSS*, Sage, London.
- Owen, P.R., Davies, M. and Wayment, A. (1983), "The role of the deputy head in secondary schools", *Educational Management Administration Leadership*, Vol. 11 No. 1, pp. 51-6.
- Pallant, J. (2003), *SPSS Survival Manual*, 3rd ed., Open University Press, Maidenhead and Philadelphia, PA.
- Ribbins, P. (1997), "Heads on deputy headship: impossible roles for invisible role holders?", *Educational Management Administration Leadership*, Vol. 25 No. 3, pp. 295-308.
- Van Eman, C.R. (1926), "The functions of the assistant high-school principal and other assistant executives", *Educational Research Bulletin*, Vol. 5 No. 7, pp. 148-50.
- Weller, L.D. and Weller, S.J. (2002), *The Assistant Principal*, Corwin Press, Thousand Oaks, CA.
- Wilkinson, D. and Birmingham, P. (2003), *Using Research Instruments: A Guide for Researchers*, RoutledgeFalmer, London.

Corresponding author

Kadir Beycioglu is the corresponding author and can be contacted at: beycioglu@gmail.com

To purchase reprints of this article please e-mail: reprints@emeraldinsight.com
Or visit our web site for further details: www.emeraldinsight.com/reprints

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.