

## Providing A Model for Promotion of the Vice-Principals' Role to Educational Leadership in Primary Schools of Mazandaran Province

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### Abstract

**Purpose:** This study is to provide a model that will promote the role of primary school vice-principals in educational leadership so that their vice-principals move towards the tasks related to education. **Methodology:** The sample size consisted of 610 principals, vice-principals and teachers, determined by a two-step classification procedure. In this research, Mazandaran Province was divided into three eastern, central and western parts; some cities were selected from each part and then these cities were divided into two or three sections. A number of schools were randomly selected in each section and all principals, vice-principals and teachers were selected as the sample. A two-part questionnaire was used to collect information from vice-principals' duties. The first part consists of closed questions in two existing and ideal conditions, and the second part includes open questions. **Findings:** Friedman's ranking and analysis, categorization and quantification of open questions revealed the following components for the vice-principals' educational leadership model: 1- Creating awareness among principals, vice-principals and teachers about the vice-principals' duties 2-Preparation of tasks description with the focus of educational affairs and the requirement for its implementation 3-Procurement of short-term university courses and vice-principals' pre-office training 4- Informing vice-principals about the educational regulations at the national and regional levels 5-Encourage the principals and vice-principals to lead a team and provide the requirement trainings in this field 6-Considering an individual to assist the vice-principals of the school 7-Improving the vice-principals' livelihoods . **Discussion:** Applying this model and its components can enhance the vice-principals' performance and role to a higher level and ultimately improve the performance of schools and the Iranian educational system.

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## 1. Introduction

Today, the art of management and education of human beings is one of the most difficult and productive task that the art and management science of it has been declared as the main index of contemporary civilization.

Among the various types of management, the management on the educational organizations is considered as the most important and most effective knowledge of the present time. Because the result of education with the optimal and appropriate management on one hand, and changing the unskilled human beings into creative and developed ones on the other hand, provide the human forces for every society at different levels and in different cultural, social and economic sectors (Safie, 2012; Jensen & Clark, 2013).

In traditional researches in the field of educational leadership, the principal has been considered as the most important point in teaching (Gorton & Kattman, 1985; Keefe & Jenkins, 1991; Marshal & Greenfield, 1987; Lim, 2016), but given the strength of an organization depends on its capacity to utilize participatory leadership in an inclusive way (Lambert, 1998), the schools must be careful not to be too dependent on their principals to encourage the progress (Schmoker, 1999; National Institute of Education, 2015).

The school vice-principal is typically recognized as an important element in school (Reed & Conners, 1982, Lim & Ng, 2016), but there are a few documented materials about the role of vice-principals as educational leaders, the implications of their role on the work of other members of the school and their own perceptions of educational leadership (Kriekard & Norton, 1980; Marshall and Greenfield, 1987, Read, Fernandez-Hermosillo, M., Anderson & Mundy, 2015).

It is assigned the tasks to the skilled and trained vice-principals who are technical, but not useful in the main goal of the educational system which is to provide the best education for students (Hartzell et al., 1995; Koru, 1993; Toth & Siemaszko, 1996).

Unfortunately, little respect and attention has been paid to the individual and the school vice-principal's position or important processes necessary to fill the position in an effective form (Marshal, 1992). Surprisingly, an overview of the books on the subject of educational management and leadership of school principals indicate that a few studies have been done on the vice-principals and their position in spite of the importance of them in every day performance and management. It is often difficult even to specify a detailed task description for vice-principals (Harris, 2008; Ingvarson et al. 2006; Clegg et al. 2005; McCreight, 2004; Liberman & Miller 2004; Duke et al. 2003) and a similar overview of books written in Iran has the same result (Ahanchiyan et al. 2009; Asgariyan 2008; Alagheband 2007; Soleymani 2005; Herman et al. 2005; Sarmad 1999; Variz 1991; Hensen 1988, Safi 1988, Javam 1988, Walker & Hellinger, 2015).

It is rarely mentioned about the school vice-principals in existing professional texts. In a review of Greenfield's study (1984), among 294 quotes reflecting the role of school principals, only 12 cases had usefulness knowledge for the role and work of school vice-principals (Greenfield et al. 1986). Also, in a review of 756 articles published during 1993-1999, only eight articles, or approximately one percent, focused on the role of vice-principals (Kaplan & Owings, 1999). Inattention to the vice-principals and their position has gone so far as the researchers point out the vice-principals as "The Forgotten Man", in their researches (Sampter, 2004).

Black (1980) states that the school deputy has essentially been created to perform administrative tasks. To Marshall (1992), ambiguity in the role of vice-principals is due to the fact that there are many gray (ambiguous) areas in their roles and responsibilities; the responsibilities, roles and resources that are poorly defined and do not have a timely relationship.

Garawski (1990) research on the job satisfaction of vice-principals showed that they are unsatisfied with the unpaid salary for 10 hours of work per day and no secretary. They felt that they were not recognized by superiors and were pressured by their relationship with school personnel. They did not like the negative

attitude teachers had towards them, also they were upset because they were only responsible for disciplining; this gave them little credibility to their place. Garawski believes that this dissatisfaction may impede efficiency as well as the effectiveness of vice principals' decisions.

Vice principals should be seen as the leader of the training and the deployment of them in school affairs should be expanded in order to meet the needs of the school (Potter, 1980) and in order to meet educational systems goals. The study of Gurton and Katman (1985) on the vice-principals shows that it is difficult for vice-principals to support educational affairs, due to their time-consuming daily tasks and their much time is spent on non-educational matters; this contrasts with the nature of their job as an educational leader. A study done by Warner and Stoke (1987) on 200 school principals at high school, showed that among 38 educational leadership activities identified by the principal, only one was given to the school vice-principal. One of the important roles of the school vice-principal should be the role of educational leadership and many of the special duties that directly affect education and everyday repetitive tasks such as office work, student discipline, etc., which require urgent attention, should have secondary importance for them (Keli, 1987). Many people think that vice-principals are merely subaltern of principals, and their role is to troubleshoot and simplify the work of them (Dennard 1993, Kericaard & Norton 1980, Smerka 1980, Read, Fernandez-Hermosillo, Anderson, & Mundy, 2015).

The vice-principals studied by Kelly (1987, Jensen, & Clark, 2013), did not have much opportunity to carry out their duties/ responsibilities, because of the lack of understanding for this position. This is partly due to the lack of precise job description for vice-principals either as assistant principals, or teacher leader or training manager. In cases where there are job descriptions, this job description is often not comprehensive or involves many non-teaching tasks.

The first responsibility that is often considered for vice-principals in schools is to enforce discipline (Cantwell, 1993; Frazier 2002, Smith 1987). The role of vice-principals seems to focus on the tasks that principals do not like to spend time on (Hess, 1985).

The researchers also show that the preparation plans for management have little regard for the school vice-principals which makes it difficult for people who are in this position. No period has been designed to provide the necessary qualifications for the school's vice-principals or mention their role (Hess, 1990; Marshal, 1990). According to the above, the ambiguity and conflict of role in the position, the working relationships and duties of the school have been in the world to this important position since the formation so far. In fact, the school vice-principal is the forgotten section of management studies and researches (Kaplan & Oungez, 1999, Lim & Ng, 2016).

In our country, inattention to the school's vice-principals has been to the extent that there has not been found any researches done on the vice-principals in various print and electronic sources. Available information is limited to a few incomplete definitions of tasks in some schools that are not only based on research, but rather clearly reflects the personal beliefs of the principals of those schools.

## 2. Methodology

The present research is applied in terms of purpose, because the model presented at the end of the research can be used to improve the performance of vice-principals. It is a descriptive-survey one terms of implementation, because the survey was carried out through a questionnaire in Mazandaran Province. It is a combined one in terms of data type, because both the close-ended questions and open-ended questions have been used. All principals, vice-principals and teachers working in elementary schools of Mazandaran Province were considered as statistical population of the study in the academic year 2013-2014. The statistical sample was determined based on a two-stage sampling method from the statistical population of the study; in this way that Mazandaran Province was divided into three eastern, central and western parts; some cities were selected from each part and then these cities were divided into two or three sections. a number of schools

were randomly selected in each section and all principals, vice-principals and teachers were selected as the sample. Appropriate assignment method was used to determine the number of samples in each section. According to the above description, the following table relates to the classes of Mazandaran province.

**Table 1.** Determining the sample size

| Class   | City name  | Number of schools | Number of selected schools | Sample size |
|---------|------------|-------------------|----------------------------|-------------|
| Eastern |            | 26                | 5                          | 50          |
|         | Behshahr   | 76                | 15                         | 50          |
| Central | Ghaemshahr | 109               | 10                         | 100         |
|         | Babol      | 198               | 18                         | 180         |
| Western | Ramsar     | 38                | 5                          | 50          |
|         | Noshahr    | 49                | 8                          | 80          |
| Total   |            | 496               | 61                         | 610         |

A researcher-made and two-part questionnaire was used to collect information. The first part consists of eight axes and 95 items, the questions are asked in Likert's five-point scale from all three groups of principals, vice-principals and teachers in two available and desirable conditions.

The second part of the questionnaire consisted of four open-ended questions, two two-point questions and four closed-ended questions in the Likert scale. All the questions in the second part were specific to the vice-principals, except the first question asked of all three groups of principals, vice-principals and teachers.

The axes and items, as well as the open-ended questions, were selected through a wide-ranging study of texts and holding meetings with the presence of professors and practitioners of education. Cronbach's alpha coefficient was calculated to determine the reliability of the questionnaire for 30 subjects, and the results for each questionnaire were as follows:

**Table 2.** Cronbach's alpha for questionnaire

| Aspect                                     | Cronbach's alpha |
|--|------------------|
| Educational Leadership (35 items)          | 0.857            |
| Administrative Affairs (24 items)          | 0.798            |
| Building and Property Affairs (7 items)    | 0.768            |
| Personnel matters (7 items)                | 0.802            |
| Parental affairs (3 items)                 | 0.750            |
| Relationship with the community (8 items)  | 0.831            |
| Disciplinary Affairs (8 items)             | 0.889            |
| Sport Affairs (6 items)                    | 0.795            |
| Five options for vice-principals (4 items) | 0.843            |

As the table shows, the Cronbach's alpha coefficients are high and satisfying (above 0.70), indicating the coherence and consistency of the items in the questionnaire's axes. collecting the data was started after ensuring the appropriate and satisfactory questionnaire for the main stage.

### 3. Findings

Friedman's ranking was used to determine the priority of tasks, from the perspective of all three groups of principals, vice-principals and teachers:

**Table 3.** Prioritizing the vice-principals' tasks from the school principals' view

| variable                        | The present status |          | Desirable conditions |          |
|---------------------------------|--------------------|----------|----------------------|----------|
|                                 | Average rating     | Priority | Average rating       | Priority |
| Educational Leadership          | 3.79               | sixth    | 3.94                 | seventh  |
| Administrative Affairs          | 3.85               | fifth    | 3.27                 | eighth   |
| School and properties Affairs   | 4.47               | forth    | 4.67                 | third    |
| Personnel Affairs               | 5.48               | second   | 4.53                 | forth    |
| Parent affairs                  | 4.99               | third    | 5.42                 | second   |
| relationship with the community | 3.61               | seventh  | 3.95                 | sixth    |
| Disciplinary affairs            | 6.30               | first    | 5.99                 | first    |
| Sports affairs                  | 3.51               | eighth   | 4.24                 | fifth    |

As it is observed, to the principals, the most important tasks of the vice-principals are prioritized as: 1. Disciplinary affairs; 2. Personnel affairs; 3. Parent affairs; 4. School and property affairs; 5. Sport affairs; 6. Administrative affairs; 7. Educational leadership and 8- relationship with the community affairs. The most important tasks to the vice-principals themselves in desirable status are prioritized as: 1. Disciplinary affairs 2. Parent affairs 3. Personnel affairs 4. Property and School affairs 5. Relationship with the community affairs 6. Sport affairs 7. Educational leadership and 8. Administrative affairs.

**Table 4.** Prioritization of the vice-principals' tasks from their own view

| variable                        | The present status |          | Desirable conditions |          |
|---------------------------------|--------------------|----------|----------------------|----------|
|                                 | Average rating     | Priority | Average rating       | Priority |
| Educational Leadership          | 3.48               | seventh  | 4.62                 | fifth    |
| Administrative Affairs          | 4.65               | forth    | 4,67                 | forth    |
| School and properties Affairs   | 5.47               | second   | 4.99                 | third    |
| Personnel Affairs               | 5.47               | second   | 4.99                 | third    |
| Parent affairs                  | 4.96               | third    | 5.20                 | second   |
| relationship with the community | 3.06               | eighth   | 3.92                 | seventh  |
| Disciplinary affairs            | 6.34               | first    | 5.51                 | first    |
| Sports affairs                  | 4.20               | fifth    | 3.99                 | sixth    |

As it is observed, to the vice-principals themselves, the most important tasks of the vice-principals are prioritized as: 1. Disciplinary affairs; 2. Personnel affairs; 3. Parent affairs; 4. School and property affairs; 5. Sports affairs; 6. Administrative affairs; 7. Educational leadership and 8- relationship with the community. The most important tasks in desirable status are prioritized as: 1. Disciplinary affairs 2. Parent affairs 3. Property and School affairs 4. Personnel affairs 5. Sport affairs 6. Relationship with the community affairs 7. Educational leadership and 8. Administrative affairs.

**Table 5.** Prioritizing the vice-principals' tasks from the school teachers' view

| variable                        | The present status |          | Desirable conditions |          |
|---------------------------------|--------------------|----------|----------------------|----------|
|                                 | Average rating     | Priority | Average rating       | Priority |
| Educational Leadership          | 3.80               | sixth    | 4.34                 | fifth    |
| Administrative Affairs          | 4.94               | forth    | 3.52                 | eighth   |
| School and properties Affairs   | 4.17               | fifth    | 4.87                 | third    |
| Personnel Affairs               | 5.38               | second   | 4.53                 | forth    |
| Parent affairs                  | 5.06               | third    | 5.09                 | second   |
| relationship with the community | 3.41               | eighth   | 4.27                 | sixth    |
| Disciplinary affairs            | 5.76               | first    | 5.25                 | first    |
| Sports affairs                  | 3.49               | seventh  | 4.13                 | seventh  |

As it is observed, to the teachers, the most important tasks of the vice-principals are prioritized as: 1. Disciplinary affairs; 2. Personnel affairs; 3. Parent affairs; 4. Administrative affairs; 5. School and property affairs; 6. Educational leadership; 7. Sports affairs and 8- relationship with the community affairs. The most important tasks of vice-principals in desirable status are prioritized as: 1. Disciplinary affairs 2. Parent affairs 3. Property and School affairs 4. Personnel affairs 5. Educational leadership 6. Relationship with the community affairs 7. Sport affairs and 8. Administrative affairs.

First open-ended question: Write down your general view of the school vice-principal. This question was asked from all three groups of principals, teachers, and vice-principals; it is discussed separately each one: A: Principals, 35% of respondents considered it as a heavy task. 33% of the respondents considered the school vice-principal as the main factor in discipline 29% referred to the vice-principal as a second-person of the school, alternate for principal, school principal and associate principal of the school. 25% of the respondents referred to the vice-principal as executive principal and administrative officer. 18% considered the vice as the coordination and coherence factor in school. 9% of respondents referred to the role of school deputy in educational affairs (such as educational planning, supervising teachers' tasks, holding compensatory classes, giving counseling and guidance to teachers, etc.)

Teachers. 37% of teachers considered it as a heavy task. 38% of the respondents considered the school vice-principal as the main factor in discipline. 28% referred to the vice-principal as a second-person of the school, alternate for principal, school principal and associate principal of the school. 24% of the respondents referred to the vice-principal as executive principal and administrative officer. 10% considered the vice as the coordination and coherence factor in school. 12% of respondents referred to the role of school deputy in educational affairs (such as educational planning, supervising teachers' tasks, holding reinforcement classes, giving counseling and guidance to teachers, etc.).

A) Vice-principals. 45% of the vice-principals considered their task as a heavy and difficult one. 42% of vice-principals believed that one of their main tasks was to deal with disciplinary matters. 22% of vice-principals expressed dissatisfaction with their low salary and privileges, as well as lack of assistance in performing their tasks Second open-ended question: What kind of career issues bothers you as a school deputy. Among the vice-principals who answered the question: .78%, referred to a lot of tasks, especially administrative ones. 39%, the lack of serious intervention in educational affairs. 35%, the lack of assistance in performing the tasks. 28%, low salaries and benefits compared too many tasks. 13%, the lack of attention and neglect of this position from their colleagues

Third open-ended question: write down five most important tasks that you are currently doing in order of importance. Among the vice-principals who answered the question: 1-86%, stablishing discipline 2- 77%, administrative affairs (such as registration, announcement of Circulars, attendance and absence of office affairs) 3-43%, Relationship with Parents 4-34%, affairs related to education (educational leadership) 5- For the fifth agent, several tasks were mentioned that none of them achieved significant percentages; including handling buildings and facilities, organizing camps, dealing with personal problems of colleagues and etc.

Fourth open-ended Question: Write five most important tasks you must do (in ideal conditions) in order of importance. Among the vice-principals who answered to this question: 1-75%, establishing discipline2-72%, administrative affairs (such as registration, announcement of circulars, attendance and absence of office affairs, financial issues)3- 49%, Relationship with Parents4- 43%, affairs related to education (educational leadership)1-For the fifth agent, several tasks were mentioned that none of them achieved significant percentages; including handling buildings and facilities, organizing camps, dealing with personal problems of colleagues and etc. Check the questions: Did you receive written job descriptions during your activity as a school deputy?

**Table 6.** Receiving or not receiving task descriptions

| Type of answer           | Frequency | Frequency percentage |
|--------------------------|-----------|----------------------|
| Yes                      | 12        | 12.2                 |
| No                       | 44        | 44.9                 |
| No answer or description | 41        | 41.8                 |
| Total                    | 98        | 100.0                |

As presented in Table 6, 12 vice-principals (12.2%) said that they had received written task descriptions during their activity as the school deputy. 44 ones (44.9%) said that they did not have any task description and 41 ones (41.8%) did not answer to this question. The next question was asked if you have received task descriptions, do you have ever contacted it?

**Table 7.** Reference or non-reference to task descriptions

| Type of answer           | Frequency | Frequency percentage |
|--------------------------|-----------|----------------------|
| Yes                      | 5         | 41.6                 |
| No                       | 6         | 50                   |
| No answer or description | 1         | 8.3                  |
| Total                    | 12        | 100.0                |

According to Table 7, among 12 vice-principals who received task descriptions, 5 (41.6%) said they referred to it, 6 ones (50%) said they had never referred to task descriptions and one (8.3%) did not answer to this question. Check the question: did you have readiness to accept the roles of deputy at the beginning of the work?

**Table 8.** Readiness to accept the roles of deputy

| Type of answer | frequency | Frequency percentage |
|----------------|-----------|----------------------|
| Very low       | 2         | 2.0                  |
| low            | 2         | 2.0                  |
| Average        | 63        | 64.3                 |
| High           | 16        | 16.3                 |
| Very high      | 15        | 15.3                 |
| Total          | 98        | 100.0                |

In response to this major question about the vice-principals, about 64% said their readiness was average, only about 16% described their readiness high and about 15% described it very high. Check the question: does the job of school deputy make you ready for principal position?

**Table 9.** Readiness to Accept Principal Job

| Type of answer | frequency | Frequency percentage |
|----------------|-----------|----------------------|
| Very low       | 4         | 4.1                  |
| low            | 0         | 0                    |
| Average        | 56        | 57.1                 |
| High           | 19        | 19.4                 |
| Very high      | 19        | 19.4                 |
| Total          | 98        | 100.0                |

As it is presented in Table 9, most vice presidents believe that their job will make them ready for principal position at an average level. Check the Question: Do you have enough information about the educational and training regulations at the regional and national levels?

**Table 10.** Having information on rules and regulations

| Type of answer | frequency | Frequency percentage |
|----------------|-----------|----------------------|
| Very low       | 0         | 0                    |
| low            | 0         | 0                    |
| Average        | 64        | 65.3                 |
| High           | 23        | 23.5                 |
| Very high      | 11        | 11.2                 |
| Total          | 98        | 100.0                |

According to Table 10, most vice-principals believe that their level of information about the educational regulations is average. Check the question: Do you have the necessary co-operation between you and the school principal?

**Table 11.** Co-operation between vice-principal and the principal

| Type of answer | frequency | Frequency percentage |
|----------------|-----------|----------------------|
| Very low       | 0         | 0                    |
| low            | 0         | 0                    |
| Average        | 53        | 54.1                 |
| High           | 10        | 10.2                 |
| Very high      | 35        | 35.7                 |
| Total          | 98        | 100.0                |

As presented in Table 11, most vice-principals often believe that the level of cooperation between them and principals is average.

#### 4. Discussion

School vice-principals are very important for successful performance and survival of schools and educational system, but at the same time, they are far away from the role and the main goal of their position which is the educational leadership. They often engage in activities that do not have a direct relationship with education and can be trained by an unskilled person such as dealing with disciplinary and attendance and absence matters, dealing with school and property affairs, office affairs, camp preparation, student transportation, registration process etc. (Jensen, & Clark, 2013).

Interestingly, the school vice-principal in Iran has been given the title of educational vice-principal, but evidence suggests that the educational deputy does the least interventions and practices in educational affairs. In this research, efforts have been made to identify the vacancies identified in the vice-principals' work and provide a model for promoting their role in educational leadership (Lim, 2016).



Findings from Friedman's ranking on the priority of the vice-principals' tasks in the present and desirable conditions show that, disciplinary affairs are at the forefront of the vice-principals' tasks from the principals' view and educational leadership is the sixth priority. Under ideal conditions, disciplinary matters should remain the top of the vice-principals' duties and the educational leadership has fallen to the seventh position. To principals, in the ideal conditions, the intervention of vice-principals in educational affairs should be even lower than the current conditions ( Lim & Ng, 2016).

Friedman's ranking shows that to teachers, disciplinary affairs are at the top of the vice-principals' tasks and educational leadership is at the sixth place. Under ideal conditions, disciplinary affairs should remain at the forefront of the vice-principals' tasks and educational leadership has been promoted to fifth place. To teachers, in the ideal conditions, educational affairs is not a high priority in the vice-principals' tasks (Read, Fernandez-Hermosillo, Anderson & Mundy, 2015).

The conditions are similar for the vice-principals; Friedman's ranking suggests that vice-principals are currently in charge of disciplinary affairs to their own view and the educational leadership is in the seventh priority. In the ideal conditions, the disciplinary affairs should remain at the forefront of the vice-principals' tasks and the educational leadership has been promoted to fifth place. In the ideal conditions, the educational leadership is not one of the priorities of vice-principals' tasks from their own view and they have to deal with disciplinary affairs more than anything else (Walker & Hellinger, 2015).

These findings were consistent in some ways with the results of the research done by Chan et al. (2003) and inconsistent with that in other ways. According to his research, five tasks and responsibilities that occupy most of the vice-principals, are: Student discipline, buffet supervision, meeting with parents, establishing a safe atmosphere, and observing / evaluating teachers. As in the present study, issues related to educational leadership are not prioritized and the discipline is at the forefront of the vice-principals' tasks. The researches done by Pellicer et al. (1988), Bush (1997) and Kentul (1993) also had the similar results. But the distinction is here, according to Chan et al. (2003), Kentul (1993) and Smith (1987), However, vice-principals are currently less involved in the educational leadership activities, but they were aware of their main tasks under ideal conditions, and preferred to focus on the issues related to education. The other point of this research with the above ones, was that, according to teachers and principals, vice-principals are more concerned with non-educational issues such as disciplinary and administrative affairs. In these studies, the vice-principals' tasks have not been mentioned in the ideal conditions from the principals and teachers' view.

With the regard to above, the first factor that should be considered in the model is to make principals, teachers and their own vice-principals aware of the vice-principals' tasks. In this sense, the information about the vice-principals' tasks must be available to the three groups; this can be done in various ways. Presenting different bulletins, emphasizing this issue at various educational seminars and congresses, including this information in publications provided to education staff and even giving this information to parents can also be some ideas to solve the problem. The results of the first open-ended question also confirm the above findings, which all three groups declared the disciplinary affairs as the head of vice-principals' tasks. Teachers and principals considered the least importance for educational affairs, and the vice-principals did not mention any educational tasks. Also, in the third and fourth open-ended questions, the above findings were reaffirmed; vice-principals placed the disciplinary affairs at the top of the tasks that they are currently doing and the issues related to educational leadership in the fourth place and acted in the same way in the assignment of tasks that should be done in ideal conditions (National Association of Secondary School Principals, 2013).

To the answering the question of what kind of occupational issues bother you, the vice-principals topped a lot of tasks, especially administrative ones; this finding is consistent with the results of the studies done by Glanens (2004), Chan et al. (2003), Glanz (1994) and Kentul (1993). Vice-principals placed the intervention seriously in educational affairs in the next periority, which was consistent with the findings of the researches done by Greg (2007), Glanz (2004), Polisser et al. (1988). Also, Downing (1983) found a similar result in his research on primary school vice-principals and suggests that a school deputy should be considered a clerk

under the title of secretary, assistant, colleague or any other title so that the deputy can take part in more serious matters such as educational leadership.

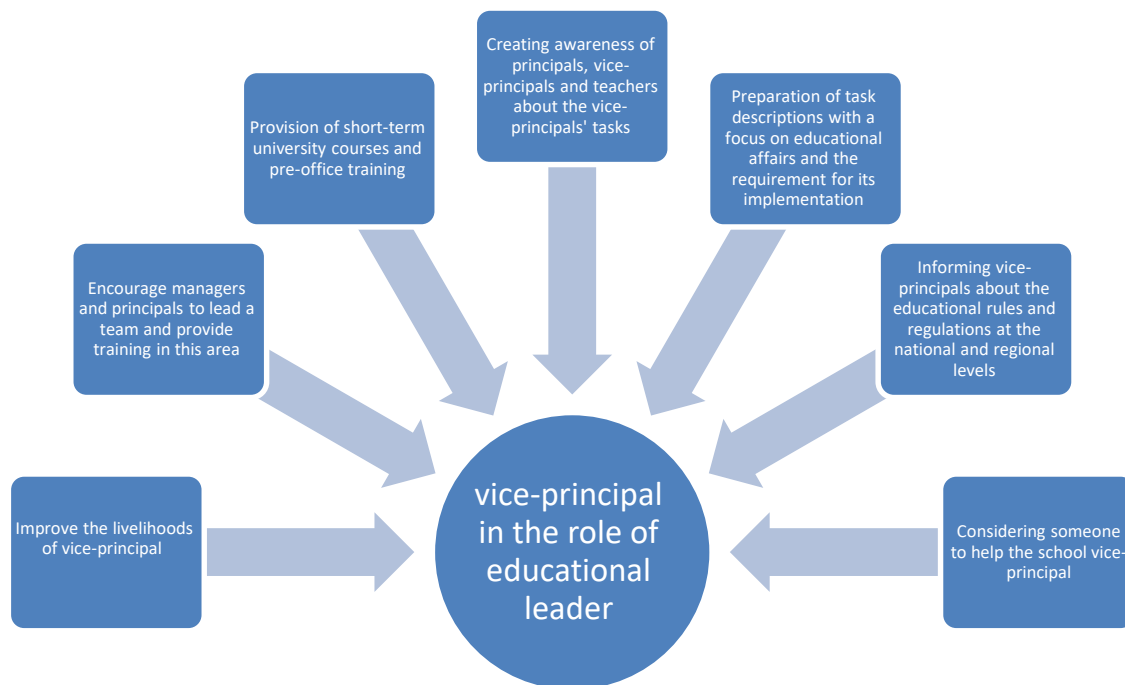
The low salaries and privilege vs. many responsibilities were placed fourth in their annoying issues. In Garauwsky's (1990) research, it is also stated that vice-principals are dissatisfied with the long hours of daily work and their insignificant salary. Downing (1983) believes that there should be a way to improve the vice-principals' livelihoods; obviously, the vice-principals' mental conflict in this area will reduce their effectiveness as an educational leader. Therefore, the other gap to be considered in this model is the improvement of the vice-principals' livelihoods.

As the last annoying affair, the vice-principals referred to the lack of attention and insignificance of their position from the colleagues. Garauwsky (1990) has come to the same conclusion, because of the continuous consideration of vice-principals to activities such as disciplinary affairs which is less important to teachers and other school staff.

78% of vice-principals said that they had never received such a task description when asked if they had already received written task descriptions, and among the vice-principals who received these task descriptions, the majority of them (54.5%), said they had never received it. Sergiovanni et al. (2004) argue that there is no task description for vice-principals or, if so, is not comprehensive and includes a large number of non-educational tasks. Greifield (1990) believes that there is no real task description for vice-principals at a realistic look. Downing (1983) has a similar view and believes that vice-principals should be involved in the preparation of their tasks description. Norton and Cricard (1987) consider revising the vice-principals' tasks description due to the large number of non-educational tasks. To kelli (1987), the vice-principals' task description is not convincing and in almost all researches, it has been said that the existing overwhelming tasks are not often employed. Therefore, the next gap that should be covered in the conceptual model is the preparation of proper tasks with the focus of educational affairs, as well as the establishment of requirements for its implementation.

The majority of vice-principals, 64% of whom were prepared to respond to the question of whether they were ready to accept the task roles of the deputy at the beginning of the work, expressed average readiness and only 16% expressed their readiness high and 15% very high. Given the importance of education and the fact that education is not a place to test the mistake, vice-principals must be fully prepared to enter this place. Hartzel et al. (1995) found in their research that no university course was intended to prepare vice-principals before taking up this responsibility for this position. Vice-principals in Iran not only do not attend any short-term or long-term university course, but do not spend any time on apprenticeship or practical training under the supervision of an experienced principal or vice-principal, and they enter this position directly from a teacher position. Therefore, the other gap to be covered in this model is to consider the required courses, such as part-time or apprenticeship training, with an experienced principal or vice-principal before assuming this responsibility by the vice-principals.

According to the results, the following model is suggested to promote the role of vice-principal to educational leadership in elementary schools:



**Figure 1.** Model of promoting and improving the performance of the vice-principals as educational leadership

The above model can be used to promote and improve the performance of the vice-principals as educational leadership, but further researches are needed as there are not a lot of researches done on the school vice-principal subject. It is suggested that other researches to be done in the fields related to model components such as the process of informing principals, teachers, and vice-principals, the aspects to be considered in the vice-principals' new tasks, finding the necessary mechanisms for leading a team in schools of Iran, the short-term university courses and apprenticeships for the vice-principals before entering this position, as well as the educational content of these courses (Soleymani, 2005).

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