

A Qualitative Research on Bureaucracy from the Perspective of Vice Principals in Türkiye

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Abstract

The purpose of this research is to understand and make sense of bureaucracy from the perspective of vice principals. In this research, both positive and negative meanings of bureaucracy were determined. Differences occurred between the Weberian bureaucracy perspective and the results of the research. Bureaucracy was also found to influence both the vice principals and schools. At this point, school administrators' attitudes were determinant. Considering the difference between Weberian bureaucracy and the findings of the current research, a new bureaucracy model can be created thanks to further research.

Keywords: *Bureaucracy; School Administration; Vice Principal; Max Weber*

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a. Introduction

Bureaucracy can be considered as a concept that affects administration systems. Underlying the impact of bureaucracy on administration systems, a study reports that the time allocated for bureaucratic works on an annual basis is as follows: 154 hours in Macedonia, 217 hours in Slovakia, 223 hours in the Czech Republic, 271 hours in Lithuania, 312 hours in Italy and 369 hours in Spain (<http://bureaucracyindex.org/results-2020/>). The information is significant because it shows the effect of bureaucracy on administration systems. However, the research does not provide a complete understanding of its effect because it was conducted in a limited number of countries and did not include administration systems of different countries. This situation emphasizes the need to investigate the effect of bureaucracy on school administration (Cornell, Knutsen & Teorell, 2020).

Research on bureaucracy reports that while bureaucracy can slow things down, make things difficult, and cause unnecessary workload, it can also bring order to an organization and set a standard of what should be done and followed (Ballé, 1999; Mouzelis, 2001, p.67; Serpa & Ferreira, 2019). However, despite the criticisms against the bureaucracy, studies are needed to identify whether there are aspects of bureaucracy that can be used in the organization (in school) (Çevikbaş, 2014; Höpfl, 2006; Meier, Compton, Hecimovich, Song & Whimpy, 2019; Özer, 2013) and whether bureaucracy brings advantage(s) or disadvantage(s) to the organization (school) (Akçakaya, 2016; Eryılmaz, 2013, p.24; Longley, 2020). These studies show that there is uncertainty regarding the effect of bureaucracy on school administration. This study was conducted with vice principals to understand the interaction between bureaucracy and school administration.

b. Literature Review

In this section, studies on bureaucracy are included.

b1. What is Bureaucracy?

The root of the concept, which includes different meanings, is based on bureau and creatie. The concept has various meanings such as a system based on the use of the powers of offices (Tortop, İsbir & Aykaç, 1999, p. 205); procedures and jobs valid in a particular administration system (Marshall, 2009, p. 85); paperwork (Bolay, 2009, p. 53); a tool that official sources use in practice and performing the works according to the rules based on the detailed presentation of the works by the higher authorities (Von Mises, 2010, p. 70); organizational structure (Koçel, 2001, p. 160); a tool for the school to achieve goals and to better implement the activities to be done (Yusuf, Amzat & Saidin, 2019); a structure based on an authority-based hierarchy, standard responsibilities, communication paths and business rules (Mintzberg, 2014, p.315).

The definition of the concept includes i) paperwork, formality aspect of the works; an ineffective and inefficient structure based on the understanding of go today, come tomorrow; ii) offices

established for public services; iii) employees who implement the decisions taken by the political institution and who are appointed to work; iv) organization, organizing (Öztaş, 2019, p.27). Besides, both positive and negative meanings can be stated such as bringing rationality to the agenda in the organization, leading to inefficiency and bad administration, being directed towards public administration, being an administration based on civil servants, and being for large-scale organizations and modern society (Eryılmaz, 2013, p. 20-33).

The Weberian bureaucracy was considered in this study because i) the Weberian bureaucracy explains the bureaucracy systematically for the first time (Dursun, 1992), ii) it reveals an understanding that mediates understanding not only the past but also the present (Eşki, 2010), iii) there is a need for research on its effects on schools (Pivetta, Campos & Scherer, 2018).

b2. Weberian Bureaucracy

Research has explained bureaucracy through the model that is stated as the ideal bureaucracy by Max Weber. The concept of ideal here is that the bureaucracy does not have its pure form. Max Weber's bureaucracy model has six dimensions: i) Rules regulating official jurisdictions, ii) hierarchical order based on the supervision of subordinates within the rules determined by superiors, iii) filing system based on keeping written documents under the administration of the modern office (bureau) and the officers who will do these works, iv) specialization of employees, v) a structure in which the bureau and officer can serve the purpose of the office, vi) the rules to be followed (Aydın, 2011; Bolman & Deal, 2013, p.74; Havemann & Kluttz, 2016; Kundakçı, 2016, p. 85; Longley, 2020; Öztaş, 2019, pp.31-33; Weber, 2012, p.323-325).

Bureaucracy is important in terms of providing a form for the administration of the organization. Bureaucracy is an administration style. Purpose in bureaucracy; To make an effective, ideal, impartial, rational structure dominate the organization. (Küçükali, 2011, p. 28). Weberian bureaucracy has been presented as the ideal administration style. It is one of the basic principles that the understanding of impartiality should dominate the entire organization. Efforts are made to fulfill the duties in the organization in an appropriate manner and through sub-units (Luhman, 2021, p. 34). What is meant by the ideal administration style is also the rational and effective administration of the organization and the placement of qualified people suitable for positions and positions in the organization. Weberian bureaucracy is based on rationality and domination. To do this requires trained professionals (Marshall, 2009, p. 85).

In addition to the Weberian bureaucracy's activation of the administration, there are also negative evaluations. Neglecting informal organizations, harboring inconsistencies and prejudices, making things difficult, and making rules a goal from time to time are among the negative criticisms. (Hoy, Miskel, 2010, p. 82).

b3. Vice Principal-Bureaucracy Interaction in Türkiye

Two of the legal texts defining vice principals in the Turkish Education System are Regulation on Ministry of National Education Pre-School Education and Primary Education Institutions (Articles 40 and 41) and Regulation on Secondary Education Institutions (Articles 79 and 83) (MEB, 2013; 2014). In these regulations, vice principals are defined as the administrators who help the

principals in school administration. Basically, it is understood that they have educational and administrative tasks and administrative duties (bureaucratic affairs). Vice principals are also expected to perform tasks based on data and planned administration (MEB, 2018; 2019). Thus, it is aimed to implement practices in which their motivations and professional development are emphasized (Directorate of Strategy and Budget [DSB], 11th Development Plan, p. 127). The articles concerning the vice principal in the aforementioned legal texts refer to the effect of bureaucratic structure in the school.

The fact that the bureaucratic structure is related to the conditions of the school (Crowson, 2011) brings to the agenda what the duties of the vice principal in the school are. Vice principals have many duties such as dealing with education and training activities and carrying out works under the law (Oliver, 2005; Sun & Shoho, 2017), following the daily work at school (Rintoul & Kennelly, 2014), knowing and following the bureaucratic affairs (Annous, 2005; Grissom & Loeb, 2011; Karasoy, 2010), and maintaining order and balance between the higher authorities and the school (Kotnis, 2004; Mouzelis, 2001).

Bureaucratic affairs affect vice principals. One of these effects is that it creates stress since it takes a lot of time and causes intensity (Acosta, 2015; Hager, 2012; Honingh & Hooge, 2009). An effective way to overcome this problem is to work with the school principal collaboratively (Burkett, 1990; Newton, 1994) and to develop administration processes based on healthy communication (Tofur & Yıldırım, 2021). Some conditions influencing the school are as follows: Strict supervision and failure to achieve the goals of education (Greenwood, 2010), slowdown and making things difficult (Balıkçı, 2016), rules, regulations and the continuation of the hierarchy (Cerit, 2012). At this point, what is expected from the administration is to put forward an administration style that takes development into account and reveals the special talents and capacities of the employees (Clegg, 2015; Kaniuka, 2020), makes a supportive bureaucratic structure dominating the school (Yılmaz & Beycioğlu, 2017) and creates a positive, trust, collaboration environment (Önal, 2012; Parlar, Türkoğlu & Cansoy, 2022).

Investigating bureaucracy in the context of school administration is important in terms of understanding the striking aspects of administration as well as administration styles of administrators (Olsen, 2005). The fact that dealing with bureaucratic duties (TALIS, 2018) has the highest rate (29.48%) among the duties of vice principals in Türkiye shows that there is an important interaction between the school administrator and the bureaucracy. This situation is worth further investigation (Peters, 2009). The present study can help to understand the impact of bureaucracy on school administration.

Research shows the impact of bureaucratic (administrative) affairs on the governments in different cultures such as the USA (Harklau, 2006); Iran (Bikmoradi, Brommel, Shoghli, Zavareh & Masiello, 2009); Sweden (Sandström, Klang & Lindqvist, 2019); South Africa (Khumalo & Van der Vyer, 2020); Georgia (Roch & Pitts, 2012); Malaysia (Kean, Kannan & Piaw, 2017). However, the current research included both revealing the effects of bureaucracy in a different culture and a critical approach towards Weberian bureaucracy. This situation is considered important in terms of showing how bureaucracy and the Weberian bureaucracy model affect school administration

practices in a different country and culture. Literature indicates that there is a dearth of research examining the interaction between bureaucracy and vice principal (Annous, 2005; Grissom & Loeb, 2011; Karasoy, 2010). Also, studies have examined the interaction of the bureaucracy with the school (Balıkçı, 2016; Buluç, 2009; Crowson, 2011; Çakan, 2019; Honingh & Hooge, 2009; Kotnis, 2004; Ömeroğlu, 2006; Önal, 2012; Pivetta, Campos & Scherer, 2018; Yılmaz & Beycioğlu, 2017; Yusuf, Amzat & Saidin, 2019). The aforementioned points call for an investigation into how vice principals consider bureaucracy. Research is also expected to contribute to a better understanding of the impact of bureaucracy on the school administration, particularly in Türkiye.

b4. Purpose

The purpose of this research is to understand and make sense of bureaucracy from the perspective of vice principals. Therefore, the following questions were sought:

1. How do school vice principals perceive bureaucracy?
2. What is the relationship between the Weberian bureaucracy and the views of vice principals towards the bureaucracy?
3. What is the impact of bureaucracy on the school and vice principals?

c. Method

In this part, studies on research method, design, study group, data collection, data analysis, and reliability- validity are included.

c1. Research Method and Design

A phenomenological design was used in this qualitative research. The opinions of two academicians who were experts in the field and two vice administrators who participated in the study were effective in this choice. Also, another reason for selecting this method and design was because of the thought that the experiences of the participants could be revealed in a meaningful and systematic way. What the researcher aims to do in qualitative research and phenomenology is to systematically make the data meaningful based on the lives of the participants (Bogdan & Biklen, 2006, p.24; Christensen vd., 2015, p.408; Creswell, 2016; Ersoy, 2016, p.56; Merriam, 2015a, p.3).

c2. Study Group

Vice principals were recruited because they were considered to experience bureaucracy sufficiently. Variables such as gender, branch, school type, and tenure were included. The study group of the research consists of 20 vice principals working in Konya-Türkiye in the 2020-2021 academic year. Examining the data after each interview, the emergence of certain points in the opinions and data saturation were effective in determining the number of participants. These features made the researcher assume that enough data were collected. Therefore, the data collection was completed after 20 participants. Besides, efforts were made for the participants to participate in the research voluntarily and to express their opinions clearly. Participants' sincere answers to each question made it clear that the stated approach was reflected in the research. At this point, it

was thought that the fact that the researcher acted as the assistant principal (8 years) like the participants also contributed to the research. Table 1 presents demographic information of the participants.

Table 1.
Study Group

Participants	Gender	Branch	School Type	Administrative experience (year)	Total working experience (year)
1	F	Preschool Teacher	Preschool	1	7
2	M	Mathematics Teacher	Secondary School	3	17
3	M	Mathematics Teacher	Secondary School	3	6
4	M	Religious Culture and Moral Knowledge Teacher	Secondary School	2	7
5	M	ICT Teacher	Secondary School	2	7
6	F	Vocational Lessons Teacher	Secondary School	2	8
7	M	Primary School Teacher	Primary School	2	17
8	F	Preschool Teacher	Preschool	7	14
9	M	Primary School Teacher	Primary School	4	8
10	M	Primary School Teacher	Primary School	8	17
11	M	Primary School Teacher	Primary School	2	18
12	M	Primary School Teacher	Primary School	16	21
13	M	Primary School Teacher	Primary School	10	17
14	M	Primary School Teacher	Primary School	18	23
15	M	ICT Teacher	Secondary School	5	10
16	M	Primary School Teacher	Primary School	6	10
17	M	Primary School Teacher	Primary School	5	30

18	M	Primary School Teacher	Primary School	2	16
19	F	Science Teacher	Secondary School	1	9
20	M	Science Teacher	Secondary School	5	19

As is seen in Table 1, the majority was male (N = 16) in terms of gender, primary school teachers (N=11) in terms of the branch, primary schools (N=11) in terms of school type, those who had 5-year administrative experience (N = 15), and those with a total tenure of 10 years or more (N = 13). Another striking point in Table 1 is the inclusion of participants with different characteristics. This situation may identify the impact of different experiences.

c3. Data Collection

Data were collected through semi-structured interviews. Interview questions were prepared based on literature. The interview form consists of two parts. In the first part, questions about demographic information (gender, branch, school type, administrative experience, total experience) were asked. In the second part, questions about the research topic were asked. In the interview, the participants were asked questions about the following aspects of bureaucracy: The meaning of bureaucracy, the comparison of bureaucracy with the past and Weberian bureaucracy, the effect of bureaucracy on the vice principal, the effect of bureaucracy on the school and other points that the participants wanted to express. Two vice principals and two academicians in the field of education administration were consulted for interview questions. The interview protocol was piloted with two vice principals. The interview form was revised according to the data obtained. Besides, the opinions of language experts were taken, and no problem was found in the form. The questions were about how participants perceived bureaucracy, the interaction between bureaucracy and vice principals, and their experiences regarding the impact of bureaucracy on the school and vice principals. In the form, the participants were asked to express whether the questions were related to the subject or not. All of the participants responded positively to this question. Permissions were obtained for the research. This consent was also recorded during the interview. All of the participants gave consent for the data to be used in the research. Pseudonyms were used for anonymity.

c4. Data Analysis

In the analysis of the data, first of all, descriptive analysis was performed (Figure 1). According to Yıldırım and Şimşek (2011), in descriptive analysis, the aim is to identify the views of the participants in a meaningful way based on the research and cause-effect relationship.

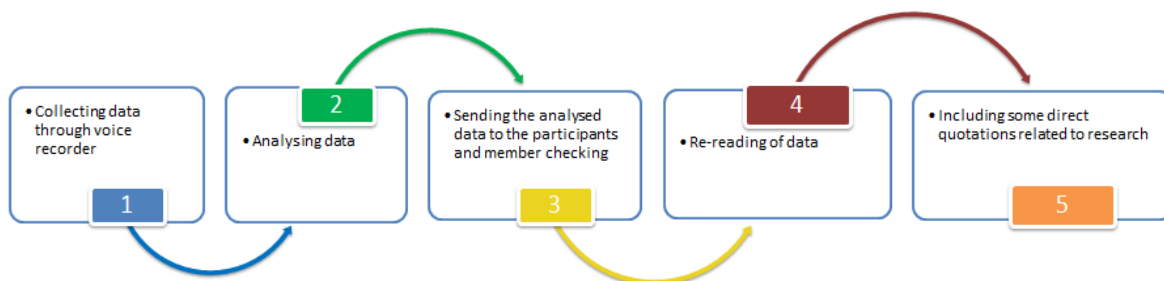


Figure 1: Research process

The descriptive analysis technique was applied inductively (Figure 1). In Figure 1, it is seen that the descriptive analysis was applied in the research in five stages. In the first stage, a voice recorder was used to avoid data loss. In the second stage, the data was analysed. In the third stage, transcripts containing their opinions were sent to the participants and they were allowed to review them again. In the fourth step, the data were read again. At the last stage, opinions that could provide inferences about the research were taken and included in the research. Also, content analysis was used to make systematic and in-depth meanings from the data (Krippendorff, 2004, p.18). Content analysis was used to create codes, subcategories and categories (Table 2).

c5. Reliability and Validity

The validity-reliability strategies used in the research and their reflections on the research are as follows (Merriam, 2015b, p. 199; Silverman, 2021, p. 420):

1. Member checking: Interview data were sent to the participants, their opinions were received, and the data were analysed based on their answers.
2. Appropriate and sufficient participation in the research: Although a certain sample size is not mentioned in the qualitative research, the researcher assumed that the views of twenty participants would provide sufficient contribution to the achievement of the purpose of the study.
3. Peer debriefing: Two academics, who conducted qualitative research on educational administration were consulted.
4. Thick description: The opinions of the participants were obtained using a tape recorder. Based on the process, the researcher used direct quotations.

d. Findings

This part included the categories, subcategories, codes obtained from the data. Based on the data, two categories, four subcategories, and twelve codes were reached. Table 2 presents categories, subcategories and codes.

Table 2

Categories, sub categories and codes emerging in the research

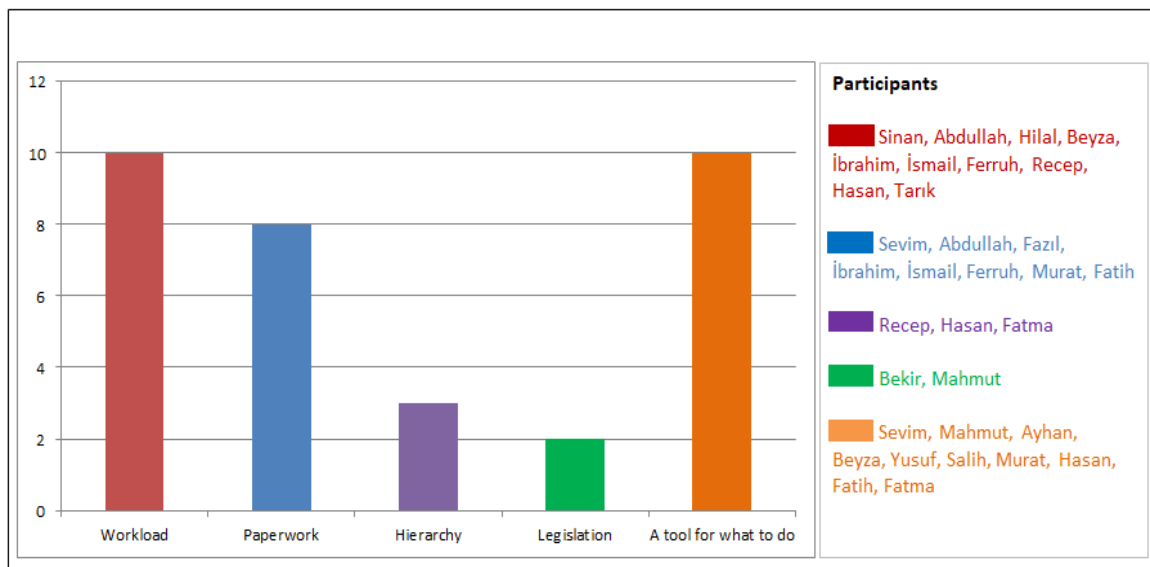
Category	Subcategory	Code
Making sense of bureaucracy	Definition of bureaucracy	Workload
		Paperwork
		Hierarchy
		Legislation
		A tool for what to do
	Comparison of bureaucratic understanding	Comparison with past applications
		Comparison with the Weberian bureaucracy
The impacts of bureaucracy	The impacts of bureaucracy on vice principals	Consistency
		No consistency
		A complicating factor
The impacts of bureaucracy	The impacts of bureaucracy on schools	The influence of school administration
		Providing order

d1. Category 1: Making sense of bureaucracy

This category consisted of two subcategories and seven codes. The definitions of bureaucracy were gathered in five points.

Diagram 1

Participants' views on bureaucracy



Considering Diagram 1, participants attributed both positive (a tool for what needs to be done) and negative (workload, paperwork) meanings to bureaucracy. However, negative interpretation was dominant. Some interpretations were in the form of hierarchy and legislation, albeit partially. Besides, some participants interpreted bureaucracy both positively and negatively (Sevim, Beyza, Hasan, Fatih). Some representative excerpts were as follows: Sevim: *“I think the bureaucracy is a school's administrative affairs, transactions, documents”*.

Bekir: *“Regulations and laws are more centralized”*.

Mahmut: *“I think the bureaucracy is our guide in many issues”*.

Hilal: *“Waste of time, too much overtime, too much labor. Jobs that the vice principal should not do”*.

Recep: *“Bureaucracy means hierarchy or getting things done late, this is our perception”*.

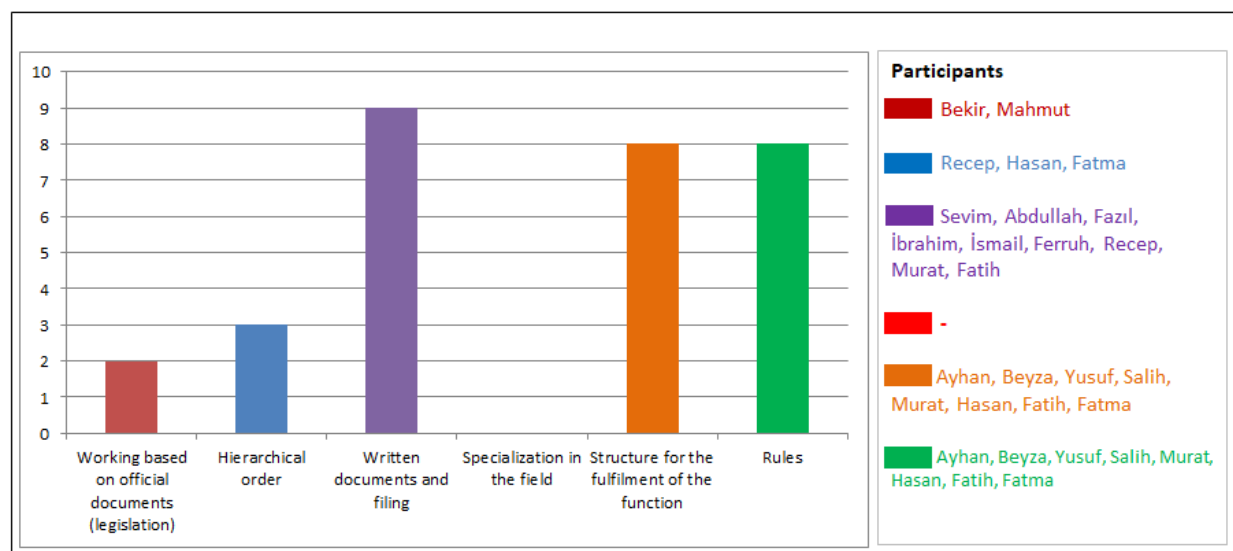
Their views were compared in order to better understand the existence of bureaucracy in schools. This comparison was primarily made based on past and current situations. Participants agree that the current bureaucratic structure works faster and easier than the previous one. It was emphasized that technological applications had an important effect at that point. Salih said: *“... now, for example, there is the convenience brought by digitality and technology. Things got easier in the bureaucracy.”* Ferruh stated, *“Bureaucracy has decreased a lot since 2000. It was much more*

relieved, especially with the computer and internet environment.” This provides savings in terms of the use of various resources. Murat emphasized, “With the Document Administration System, bureaucracy will be reduced by performing transactions in just ten minutes. I think it has a lot of benefits such as saving human resources and financial resources.” However, some participants, such as Yusuf, stated that technological applications increase the number of works expected to be done as well as making the works faster: “... but the rapidity of communication and the proliferation of indispensable or non-essential correspondences makes vice principals spend most of their day at a desk ...”

When vice principals’ definitions of bureaucracy (Diagram 1) and the Weberian bureaucracy were compared, differences occurred. The comparison was shown in Diagram 2.

Diagram 2

Comparison of vice principals’ views on the bureaucracy with the Weberian bureaucracy



When vice principals’ views on the bureaucracy (Diagram 1) were compared with Diagram 2, differences were determined in their opinions. Some of the participants (Sinan, Hilal, Tarik) disagreed with any feature of the Weberian bureaucracy. No participant shared the view of specialization in the field. Their views supported three features of the Weberian bureaucracy (certification, structure, rules). Written documents and filing characteristics of the Weberian bureaucracy are adopted by more participants than other dimensions. Despite the differences in their opinions, the existence of bureaucracy and its influence on the school administration was observed. However, Diagram 2 suggests that the presence of Weberian bureaucracy in school administration should be questioned and reviewed.

According to the researcher, the participants evaluate bureaucracy in two dimensions. These are; bureaucracy makes things easier. Bureaucracy complicates things. However, it is understood that

the second view is mostly adopted by the participants. Participants consider it appropriate to compare bureaucracy in two aspects. First of all, the bureaucratic understanding has changed according to the past. Advances in technology have a direct impact on making bureaucratic procedures easier and faster. The second is the comparison of the Weberian bureaucracy with the current functioning. Participants generally believe that the Weberian bureaucracy continues to have a serious impact on school administration.

d2. Category 2: The impacts of bureaucracy

This category included two subcategories and five codes. Participants underlined the influence of bureaucracy on schools. Some participants emphasized the consistency between what they should do and what they do. The consistency is considered to be because bureaucracy makes vice principals put their works (that they have to do) in a certain order. Abdullah explained this situation as follows: *“The job definition of vice principals is certain, the work to be done is also known, and the work to be done in the school is certain.”* However, most of the participants believed that there was no consistency as the bureaucracy created a difference between what vice principals should do and what they do. In other words, while the aim is to do education, it is mostly managerial work. Fatih stated, *“...Obviously we cannot play our own role. Although we consider the development of the school and ourselves, we cannot achieve it due to the bureaucratic structure.”* Ibrahim said, *“As a vice principal, I wanted to make great innovations in the school, but we cannot do most of them. The main reason is this bureaucracy...”*

The views of the participants displayed that bureaucracy was considered to make things difficult at school in general. Beyza emphasized *“Normally things seem to slow down. At that moment, the principal is expected to make a decision.”* Ismail said, *“The bureaucracy slows down things at school. I need to deal with other projects of my school instead of dealing with bureaucracy.”* Whether bureaucracy affects the school depends on the attitude of the school administration. School administration acts as a filter. Ferruh stated, *“These bureaucratic things do not affect teachers too much. I think whether it affects teachers or not is related to the administration.”* This effect may cause unwillingness and low motivation. Hasan emphasized this experience that disturbs the school administrators as follows: *“Teachers reproach such as ‘why are we reading, why are we writing’ As school administrators, we have to deal with these questions.”* Also, it is understood that bureaucracy ensures order. Murat described this situation as *“one of the greatest benefits of bureaucracy is ensuring order.”* This approach also shows the contribution of bureaucracy to the organization.

According to the researcher, bureaucracy has an impact on both the vice principal and the school as a whole. For the assistant principal, it has an effect in terms of creating a difference between what they want to do and what they do. In terms of the school, the effect varies depending on the school administrators. School administrators have a serious impact on ensuring or not maintaining order in the school, making things easier or not.

e. Discussion

Although Weber argues that bureaucracy aims to bring order to the organization, it is noteworthy that the concept does not have an agreed definition (Alodalı, 2019), and it affects different organizations such as schools (Keung, 2008). Bureaucracy refers to various meanings such as paperwork (inefficiency) and rationality (productivity) (Mouzelis, 2001); weakening and aggravation of jobs, being dependent on rules, and administration style (Övgün, 2010; Von Mises, 2010); an implementation that regulates the process, has written rules and requires structuring based on hierarchy (Çevikbaş, 2014); including a specific type of organization (Havemann & Kluttz 2016). The positive aspects of bureaucracy come to the fore because bureaucracy still affects schools (Gajduschek, 2003; Hoy & Miskel, 2010) and it is required for ensuring order and a systematicity (Dursun, 1992). The rationale for the mentioned approach is that the organization is based on technical knowledge (Weber, 2014). Despite Weber's view that the organization needs a bureaucratic structure, some studies emphasize that the concept should be organized with new perspectives (Lunenborg, 2017; Özer, 2013) because it is a coercive tool in the performance of tasks and causes unnecessary procedures (Ballé, 1999; Mouzelis, 2001, p.67; Serpa & Ferreira, 2019; Yalçın, Aypay & Boyacı, 2020). This dilemma experienced by vice principals is reflected in research (Batenhorst, 2002; Brown, 2001; Madden, 2008). This study confirms literature noting that bureaucracy has both negative and positive meanings.

Some studies have examined bureaucracy in the context of Weber (Clegg, 2015; Höpfl, 2006; Serpa & Ferreira, 2019), while others have focused on the relationship of bureaucracy with the school (Cornell, Knutsen, & Teorell, 2020; Harklau, 2006; Honingh & Hooge, 2009). In the current study, Weber's understanding of ideal type bureaucracy (Aydın, 2011; Bolman & Deal, 2013, p.74; Havemann & Kluttz, 2016; Kundakçı, 2016, p. 85; Longley, 2020; Öztaş, 2019, p. 31-33; Weber, 2012, pp. 323-325) were presented comparatively. This research was found to be compatible with three features of Weber's understanding of bureaucracy (certification, structure, and rules). The fact that the other three features (legislation, hierarchy, specialization in the field) were not supported in the present study suggests that it would be appropriate to review the Weberian bureaucracy model.

As in the definitions, there is a two-way influence of bureaucracy on the school (Labaree, 2020; Olsen, 2008; Wong & Sunderman, 2001). Some researchers argue that bureaucracy should be reduced because it increases the workload in schools and restricts teachers' work, that is, it causes a decrease in school performance (Balıkçı, 2016; Greenwood, 2010; Halsey, Judkins, Atkinson & Rudd, 2005; Meier, Polinard & Wrinkle, 2000). However, others advocate that bureaucracy determines the roles in schools and contributes to the balanced distribution of responsibilities (Kean, Kannan & Piaw, 2017; Labaree, 2020; Smith & Larimer, 2004). The basic factor here is the school administration. The practices of school administration are determinative in terms of both understanding the bureaucracy and its effect on the school environment. A flexible approach guides the school, school administration, and teachers to work comfortably and effectively (Buluç, 2009; Honingh & Hooge, 2009; Yılmaz & Beycioğlu, 2017; Taş & Selvitopu; 2020); otherwise, it may cause tension between the school administration and the environment (Lim, 2019). This

research confirms literature showing that bureaucracy had both positive and negative impacts on school administration.

In preventing the negative impacts of bureaucracy, the contribution of technology is as important as the attitude of the school administrator (Engür, 2014; Puckett, 2014). Participants' perception of the school administrator as filtering the negative aspects of bureaucracy supports the literature. However, the research shows that technology does not comply with the literature with the finding that it increases work intensity as well as its positive effects on bureaucratic work. This situation shows that there is a two-way interaction between bureaucracy and technology.

Vice principals have different missions, especially bureaucratic works (Annous, 2005; Grissom & Loeb, 2011; Karasoy, 2010); These jobs can also be very tiring, stressful and time consuming. Within these missions, bureaucratic affairs keep school administrators more occupied. School administrators should be more autonomous in administrating the school- especially in terms of educational activities- (Clayton & Bingham, 2018; Kim, Kim & Suen, 2011; TALIS, 2018). The current research coincides with the literature stating that the vice principals have many and different tasks and they spend more time on bureaucratic works. This indicates that although vice principals prefer to be more engaged in education-oriented jobs, their engagement in bureaucratic works shows that school administrators should have an autonomous field of work (Kim, Kim & Suen, 2011).

f. Conclusion

The purpose of this research is to understand and make sense of bureaucracy from the perspective of vice principals. Vice principals underlined two different meanings for bureaucracy. According to the first meaning, bureaucracy referred to negative meanings such as workload, unnecessary paperwork, and a structure for the extension of the work. In addition to this perception, the bureaucracy was also considered a tool to help streamline things. However, it is interesting that the definition could change based on the perspectives and experiences of the participants. Although bureaucracy had different definitions, there was a consensus on the effect of technology. Thanks to technology, bureaucratic work can be done faster and easier. This saves time and labour. However, it also has negative effects such as increasing work intensity.

Another result of the present research is that there are differences between the Weberian bureaucracy and vice principals' views about the bureaucracy. Participants' more negative interpretation of bureaucracy can be shown as the reason for this difference. However, it is noteworthy that some dimensions (certification, structure, rules) are common. Hence, it is understood that the Weberian bureaucracy needs to be revised.

Bureaucracy affects both vice principals and schools. The influence on vice principals is about whether there is a consistency between what they want to do and what they do. The fact that vice principals devote most of their time to bureaucratic (administrative) works while they want to focus on educational affairs can be considered as the source of inconsistency. Vice principals prefer educational work, but do not neglect administrative work (necessarily). This dilemma shows the inconsistency. Bureaucracy has also an influence on schools. As is seen in the definitions, there are also negative impacts on schools. However, the attitude of the vice principal is determinant. It

acts as a filter. More school administrators deal with bureaucratic affairs and can dominate such jobs. Thus, teachers and other stakeholders are less involved in bureaucratic work.

g. Limitations

The study has some limitations. It is limited to the views of vice principals working in a province of Konya-Türkiye. The data were gathered only from vice principals. There was not enough research regarding the influence of bureaucracy on school administration. Studies on bureaucracy were generally on public administration. Therefore, there was not enough research to make a comparison in terms of school administration.

h. Future Research Directions

Based on the research, the following suggestions were made for practitioners: In a bureaucracy, Internet-based applications are becoming increasingly apparent now. In the regulations to be made in order to increase the effectiveness and efficiency of the organization, the workload of vice principals can be reduced by considering these applications. Besides, trainings can be arranged periodically in order to increase the positive effect of internet-based applications and to decrease anxiety. Bureaucratic procedures can be further reduced or simplified. Suggestions for researchers are as follows: Literature provides various sources and studies on bureaucracy. However, there is a dearth of research on the relationship between bureaucracy and school administration. Besides, the present study discussed this relationship in terms of vice principals. From this point of view, researchers are suggested to conduct studies with different stakeholders for a better understanding of bureaucracy. Efforts can be made to create an adequate database for bureaucracy. In addition, research can be done using different methods; thus, there will be enough data to make comparisons. Research results can be shared with stakeholders in various formal and informal environments. Considering the difference between Weberian bureaucracy and the findings of the current research, a new bureaucracy model can be created thanks to further research.

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