

Investigation of the Managerial Problems Encountered by School Administrators in the Context of ISLLC Standards

(Elazig Sample)

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Abstract— The aim of the study is to reveal the managerial problems encountered by school administrators in their own school in the context of ISLLC standards. Data was collected by interview technique. Participants consisted of 27 school administrators. Based on the data obtained from the study, the most of school administrators are faced with administrative problems in the context of the ISLLC standards. The mostly cited encountered managerial problems are the *lack of resources; lack of human relations and communication; teachers' commitment and parents' profile; teachers' inefficient or wrong use of resources; discrimination; and pressures sourced by internal and external environment*. In this research, in order to solve the problems experienced by school administrators, importance should be given to their training process. It was concluded that to cope with these managerial problems indicated by school administrators, the training programs need to be organized by using effective methods.

Keywords— managerial problems, school administrators, ISLLC standards

I. Introduction

School administrators not only are exposed to some of pressures and expectations, they also have to cope with indirect forces such as social, political and economic changes. These new conditions and demands place pressure on school administrators. For tomorrow's school, school administrators have to equip with knowledge, skills and competencies required to have [1].

USA which is the best and experienced country, is one of the few nation in which school administrators were required to have any type of *pre-service preparation* or *certification* since 1980s [2]. In USA, it is provided to train school administrators by using a *system* based on standards both in the field of pre-service and continuing professional development training programs. These standards, which have great impact on the quality policy of the state government, certainly recall the ISLLC (Interstate School Leaders Licensure Consortium) standards. ISLLC standards were developed by the Council of

Chief State School Officers (CCSSO) with the National Policy Board on Educational Administration (NPBEA) to strengthen school leadership development programs. It describes standards and competencies which school administrators required to have [3-7]. So ISLLC is defined as a set of standard that have the greatest impact on the candidate assessment and licensure, program approval or accreditation, and graduate mentoring and induction [8]. Preparation programs are strictly compliance with these ISLLC standards.

Permanent methods or system have not been mentioned about school administrators' assignment, selection and training in Turkey. In other words, *standards* have not been created and sustained on assignment and development of school administrators [9]. The purpose of this study is to draw attention to managerial problems experienced by school administrators in Turkey and to make various recommendations in the context of ISLLC standards. Within the framework of this general goal, the answers are sought to the "What kind of problems do you encounter during the management process in the context of ISLLC standards?" main question.

II. Methodology

A. Research Model

This research is a survey type descriptive study that aims to get the opinions of the school administrators through interviews about the managerial problems during the management process.

B. Participants

Purposive sampling method was used and participants consisted of 27 school administrators in total, namely 18 principals, 4 deputy principals and 5 assistant director.

C. Data gathering instrument

The research was a qualitative study and a semi-structured interview technique was used to collect data. Within the framework of this technique, following six open-ended sub-questions were used:

1. What kind of problems do you encounter during the setting of the vision?
2. What kind of problems do you encounter during the developing a strong school culture?

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3. What kind of problems do you encounter during collaborating with faculty and community members?
4. What kind of problems do you encounter during ensuring management of resources?
5. What kind of ethical problems do you encounter in school?
6. What kind of problems do you encounter in general context?

D. Dana Analysis

Audiotapes of these interview sessions were transcribed. Analyses of the data were made through descriptive and content analysis techniques and categorized using Nvivo software.

III. Findings and Results

Obtained data from the study was analyzed and presented in this section.

A. Setting a widely shared vision

The question of “What kind of problems do you encounter during the setting of the vision?” was asked to school administrators. Answers of the respondents were analyzed and the themes and their frequencies are indicated in Figure 1.

Answers of school administrators are divided into 5 main categories as *inability to convert into practice* (f=46), *not to be specific to the school* (f=2), *external environment* (f=22), *bureaucratic obstacles* (f=10) and *internal environment* (f=70). The most stated problem about developing shared vision are “lack of resources” (f=14).

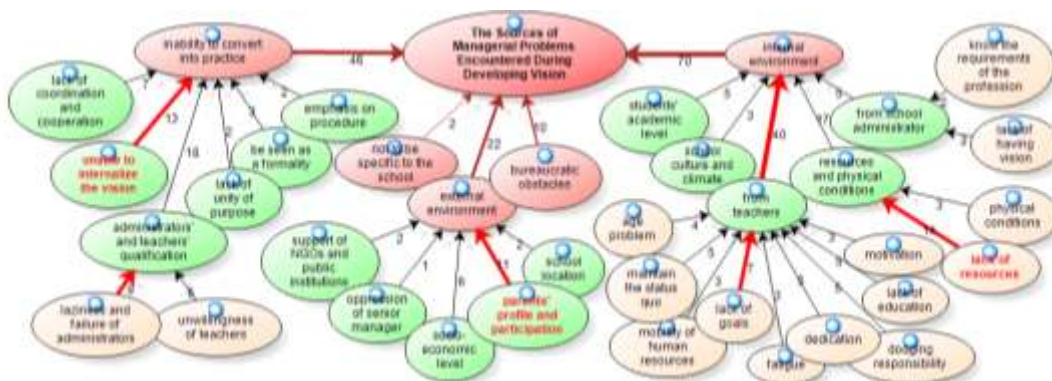


Figure 1: The sources of managerial problems encountered during developing a shared vision

B. Developing a school culture

Following question was asked to school administrators: "What kind of problems do you encounter during the developing a strong school culture?" Analysis of school administrators’ answers is shown in Figure 2.

Opinions of administrators about sources of managerial problems about developing school culture are divided into 6 main categories (Figure 2). Those are; *school administrators* (f=82), *teachers* (f=62), *cultural items* (f=48), *environment* (f=24) and *education system* (f=24).

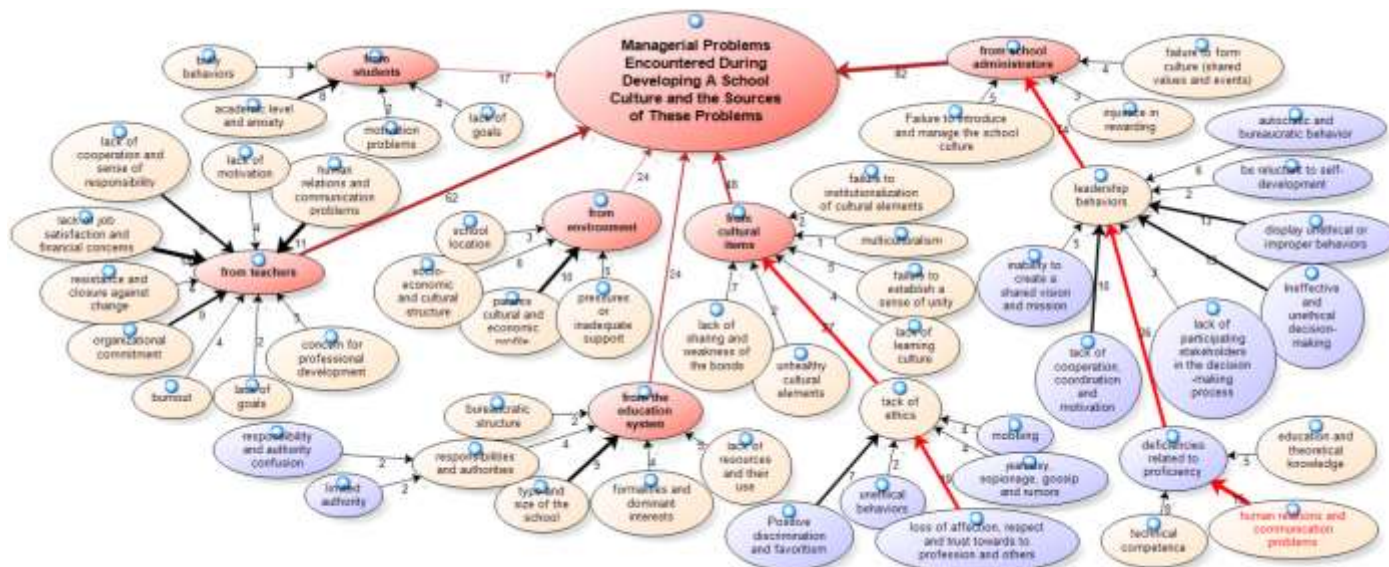


Figure 2: Managerial problems encountered during developing school culture

Regarding these categories, the school administrators mainly stated that they mostly encounter with *human relations and communication problem* (f=15).

C. Collaborating with faculty and community members

Following question was asked to school administrators: "What kind of problems do you encounter during

collaborating with faculty and community members?" Analysis of administrators' answers is shown in Figure 3.

As shown in figure, the sources of managerial problems on collaborating are divided into 3 main categories. Those are; *relationship of school-family-environment* (f=59), *internal environment* (f=58) and *structure and type of school* (f=5). Problems most frequently encountered on collaborating are caused by *parents* (f=36) and *school administrators* (f=30).

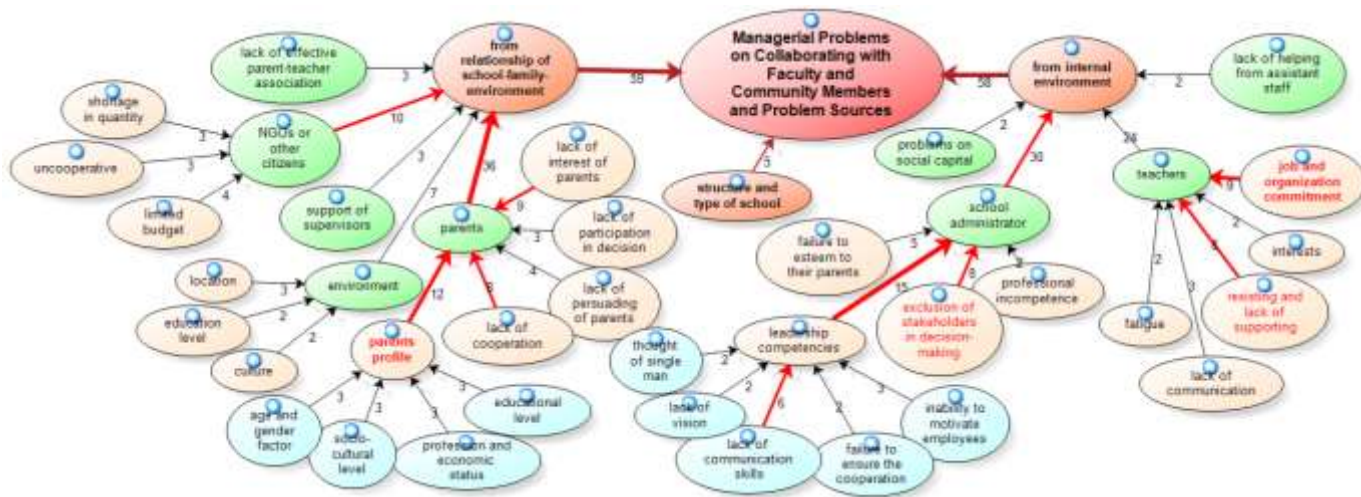


Figure 3: Managerial problems encountered collaborating with faculty and community members

D. Ensuring management of resources

Following question was asked to school administrators: "What kind of problems do you encounter during ensuring management of the organization, operation, and resources?" Analysis of administrators' answers is shown in Figure 4.

Regarding sources of managerial problems in the use of resources are divided into 7 main categories as *teachers*

(f=37), *use of scarce resources* (f=4), *students* (f=9), *school administrators* (f=66), *location and type of school* (f=2), *education system and ministry* (f=18) and *NGOs and resource provider citizens* (f=9). While *school administrators* (f=66) is the most frequently encountered sources of problems on ensuring management of resources, teachers' *inefficient or wrong use of resources* (f=12) is mostly stated problem.

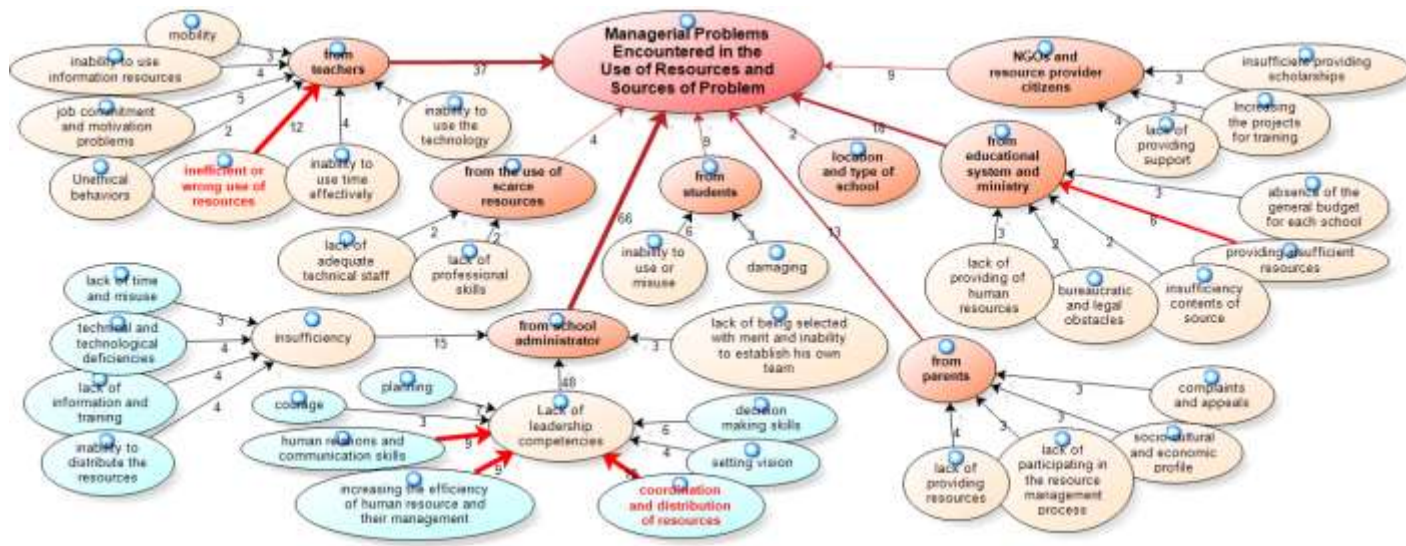


Figure 4: Managerial problems encountered in the use of resources

E. Ethical problems in schools

Following question was asked to school administrators: "What kind of problems do you encounter during acting in an ethical manner?" Analysis of administrators' answers is shown in Figure 5.

Regarding ethical problems are divided into 5 main categories as *school administrators' unethical behaviours* (f=103), *teachers' unethical behaviours* (f=44), *unethical behaviours toward students* (f=25), *parents' unethical behaviours* (f=6) and *lack of participation of stakeholders* (f=2). *Discrimination* (f=15) is mostly stated problem.

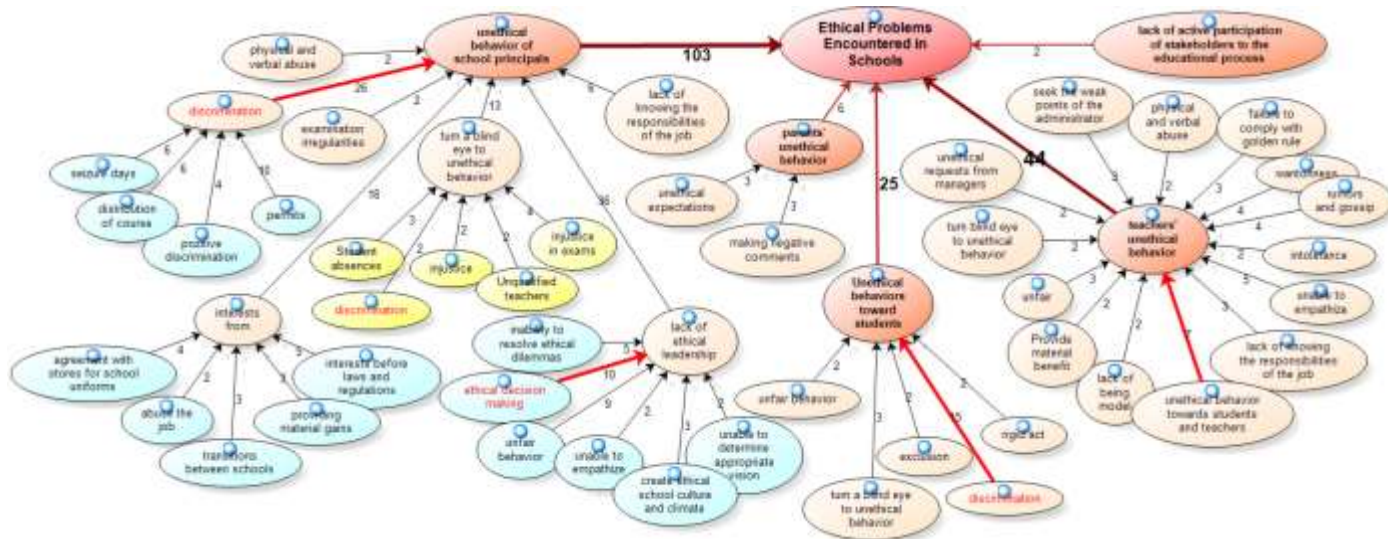


Figure 5: Ethical problems encountered during managerial process

F. Understanding, responding to, and influencing the general context

The question of "What kind of problems do you encounter during understanding, responding to, and influencing the general context?" was asked to school administrators. Analysis of the administrators' answer is shown in Figure 6.

School administrators' answers are divided into 4 main categories as *external environment* (f=82), *internal environment* (f=58) and *educational system* (f=37). *Pressure and unethical requests* sourced by *supervisors* (f=30) and *excess of expectations and needs or unethical requests* sourced by *teachers* (f=8) are frequently stated problems.

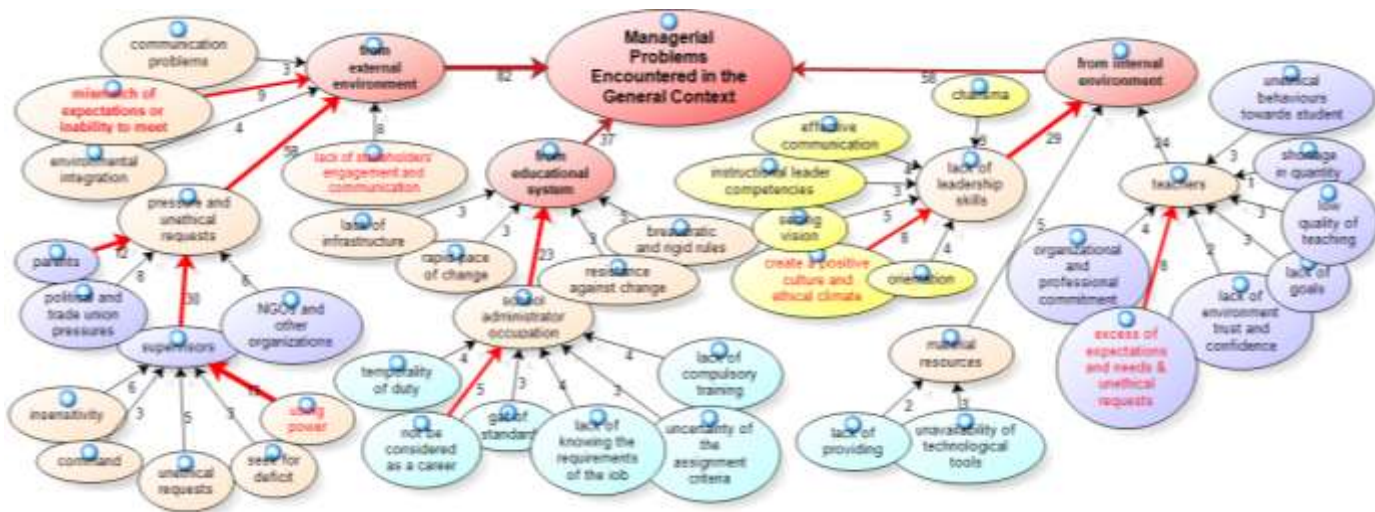


Figure 6: Managerial problems encountered in the general context

iv. Discussion and Conclusion

This study highlighted what kind of problems encountered by school administrators during managerial process in the

context of ISLLC standards. According to the items of ISLLC, managerial problems experienced by school administrators were formed into six themes, those are; 1) setting a widely shared vision; 2) developing a school culture; 3) collaborating with faculty and community members; 4) ensuring

management of the organization, operation, and resources; 5) acting in an ethical manner; and 6) understanding, responding to, and influencing the general context. The mostly cited encountered managerial problems were *the lack of resources* in setting vision; *human relations and communication problem* in developing a school culture; *teachers' commitment and parents' profile* in collaborating with faculty and community members; *teachers' inefficient or wrong use of resources* in ensuring management of resources; *discrimination* in ethical problems; and *the pressures sourced by internal and external environment* in understanding, responding to, and influencing the general context.

In Msila's [10] qualitative study the participants stated that they experience many common challenges including the lack of vision, absence of emphasis on professional development, poverty in communities and apparent invisibility of district officials in their schools. The result of Msila [9] and Kiragu, King'oina and Migosi's [11] study indicated that local politics, limited resources, lack of commitment, poor academic performance, inadequate personnel, conservatism/rigidity, conflict among the stakeholders, misuse and embezzlement of funds, delays in decision making, lack of clear demarcation of duties, lack of cooperation from stakeholders, conflict of interest, corruption, lack of competent administrators and lack of goodwill are mostly stated problems by teachers and school administrators. The school administrators, teachers and parents' involvement for schools is emphasized in Southworth's [12] study. Bıyık's [13] study showed that shortage of staff, student absenteeism, teachers' problem for the use of resources, seeing the job as drudgery, lack of resources are important challenges for school administration.

The findings corroborates with the findings of another study conducted by Arslanargun and Bozkurt [14] which states that there are many problems with teachers such as lack of sense of duty and knowing the requirements of the task; responsibility; lack of intimacy; lack of communication with parents; lack of communication, personal and professional problems; lack of empathy and school culture; lack of professional teachers; burnout; resistance to change and lack of job excitement and legislation. Other challenges mentioned in the study are lack of interest of parents, communication, personnel, planning with regard to education; inadequacy of school budget, bureaucratic barriers and financial difficulties.


The results of above-mentioned studies [10-14] support results of this study. In order to solve these managerial problems experienced by school administrators, importance should be given to their training process. It was concluded that to cope with these managerial problems faced by school administrators, the training programs need to be improved by using effective methods.


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