Chapter 6

MANAGEMENT OF HIGH SCHOOLS: PROBLEMS EXPERIENCED BY SCHOOL ADMINISTRATORS AND THEIR SOLUTIONS

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INTRODUCTION

Among various institutions that are formally active in education, schools, particularly high schools, as institutions with high levels of social sensitivity, have an essential role in achieving economic, social and cultural goals (Dogahe, 2019). High schools are generally perceived as crowded, large-scale and complex in terms of school sizes (Wildy & Clarke, 2008). Studies have revealed that administrating high schools is difficult and tiring as they consist of students from diverse cultures and diverse social and economic structures (Chen, 2014). The main problems encountered in high schools are indicated as student absenteeism and discipline, modification or renewal of the curriculum, implementation of new learning strategies, professional development of teachers, determining net annual targets, policies on bullying and mobile phones at schools and etc. (Alsaaty and Morris, 2014). On the other hand, there are also differences between schools in terms of education quality. School administration plays the most important role in these differences.

High schools as complex organizations require visionary leaders, skilled teachers, competent technology, innovative programs, motivated students and sufficient funding. Accordingly, the duties of the principals are also complex (Horng, Classic and Loeb, 2010). Responsibilities of the principal as a leader are similar to the responsibilities of the general manager of a medium-sized international enterprise. While offering various customers the highest quality service at the lowest possible cost, both are under daily pressure in achieving the other strategic targets of the institution at the same time. As mentioned earlier, the difficulties of administrating many high schools further increase with insufficient resource allocation and consistently growing school population. Undisciplined students cause destruction in the classroom and disrupt the education process. Family and eco-

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- School administrators should be encouraged to participate in postgraduate and doctorate programs in administrative areas. In this context, it can be suggested to improve financial incentives and promotion opportunities. Thus, it can be ensured that school administrators become experts in the field of administration and administration of the school.

- Various training seminars can be organized within the framework of awareness raising in parents and particularly, guidance and psychological counseling services for parents of adolescents. In case there is not sufficient participation, it is considered important to organize parent visits at regular intervals, to communicate important information by using SMS and e-mail programs in order to realize the social responsibility dimension of the school.

- In order to empower administrators with continuous professional development training programs, it may be suggested to establish partnerships with higher education institutions. In addition to administrators, high schools should be perceived as the factories of higher education institutions with all of their dimensions such as parents, students and personnel; and it should be aimed to strengthen the high schools by conducting studies within this context.

- There are studies indicating that mentoring practices are successful in overcoming such problems as absenteeism, ill-discipline and insensitivity in high school students (Hickman & Anderson, 2019). Therefore, providing a mentoring practice that values students would provide significant benefits in high schools.

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