



Barriers And Problems In The Implementation of Educational Strategies From The Point of View of School Administrators

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ARTICLE INFO

Article history:

Received:

29/11/2022

Accepted:

21/07/2023

Available
online:

Summer 2023

Keyword:

Educational
Strategies,
School
Management,
Barriers,
Implementation

Abstract:

Research aims to identify barriers and problems in educational strategies implementation in schools. The current study is qualitative with an interpretive phenomenological approach. For the interview, the participants were selected by the purposive sampling method. The criteria for participating in the interview were managers' willingness to express their opinions on the research subject. The sampling process ended when data saturation was reached during the interview. Paul Colaizzi's method was used for data analysis. First, analysis data collection was continued until saturation. Several vital sentences were extracted and formulated. Participants' opinions were kept, making data reliability and their ability to be verified possible. After analyzing the findings, school problems and barriers were categorized into four categories: financial and credit, human resources, system problems, and multiple tasks. Components: lack of per capita, wear and tear of buildings, equipment, a debt of energy carriers, lack of allocation of specialized teachers, new teachers, reduction of cooperation and assistance of parents, forced teaching of administrative staff, the unwillingness of students, lack of allocation of staff based on the organizational chart, The number of sites and their continuous changes, textbook registration system, pre-registration, the existence of various projects and ceremonies, repetitive and voluminous circulars, intervention of unrelated organizations and departments were among the most critical challenges of school management.

Mikaeili, N., Paknejad, H., & Esmacili Anamagh, B. (2023). Barriers And Problems In The Implementation of Educational Strategies From The Point of View of School Administrators, *Journal of School Administration*, 11(2), 105-119.

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Introduction

In educational organizations, management has a pivotal role and position. In other words, managers' performance influences organizational performance (Abtahi, Abbasi, 2016). Educational organization management in its traditional and common form is obsolete. It is emphasized that transformation and innovation, creativity, participation, foresight, creating motivation and correct guidance of employees are among the critical features of management, which is referred to as organizational leadership, i.e., The leaders, according to the existing conditions, can transform teachers and staff into capable and cooperative people through the use of appropriate styles (Hamidi, 2015). A person with any ability at any organizational level and cultural system must ponder and be encouraged to think. Due to the significant role of human capital in education, this concept has a much more substantial position (Bakhtiari, 2018). Educational management is a social process that organizes and coordinates all human and material forces by applying scientific, technical and artistic skills and by providing motivation and growth grounds by providing logical individual and group needs of teachers, students and staff to achieve the goals of education and training economically (Shabani, 2002, p. 59). Megginson, Mosley and Petri have also introduced management as working with human,

financial and physical resources to achieve the organization's goals by planning, organizing, leading and controlling operations (Mirabi, 2003). Educational management is defined as planning, organizing, directing, coordinating, monitoring, and evaluating the education process. However, management is defined in the following ways in a specific sense: educational management, guidance, assistance and creating a suitable environment for educational activities. Educational management is a social process that requires creating, maintaining, stimulating, controlling and unifying human and material resources that form and organize formally and informally within a single system to realize educational goals and objectives (Alwani, 2006). Educational leaders must work with strong motivation toward a better future for all children (Kaviani, 2022).

Statement of the problem

Why do schools face problems and barriers in implementing their strategies? What are these barriers? Is school management one of the most challenging jobs? Moreover, does it require special skills? What factors are involved in implementing educational strategies, and what are the barriers to this path? Success in any organization depends on identifying its strengths and weaknesses. On the one hand, applying correct management, having a positive attitude toward education and having appropriate criteria and indicators to

evaluate educational performance (Ansari, 2019). Schools, considering the severe responsibility of education; a unique position, were created with a specific mission and strive to achieve certain goals. To achieve these goals, it is necessary to identify, control and solve problems that may affect educational processes' optimal implementation. To use performance evaluation mechanisms, the required conditions and contexts for the transparency of schools' performance; accountability and it provides information about the level of achievement of goals (Ansari, 2013), among which educational managers have a vital role in advancing its goals (Khorshidi, 2014), so if we can identify problems, we can resolve them better. It is the same in an educational system. If the people who work in this system do not take action to identify the problems and solve them, it should never be expected that people outside this system can interfere in this matter and take action to solve them.

Method

The research method is qualitative, with an interpretive phenomenological approach. To conduct the interview, the participants were selected by purposeful sampling. The sampling process was stopped during the interview when data saturation was reached. Finally, theoretical saturation was achieved in the 22nd interview session (11 females and 11 males). The average experience of female managers who participated in

the interview is eight years, and male managers have 14 years. Among the female managers, two had a B.A. degree, and nine had an M.A. Among the male managers, 4 had a B.A. degree, and 7 had a M.A. degree. Semi-structured interviews were used to collect data, and interviews and conversations were recorded with participants' permission. Paul Colaizzi's method was used for data analysis. The conducted interviews were carefully written, and several steps were reread and modified if necessary. By rereading the data, the main statements were obtained. Then, primary themes and categories were selected for each statement, and at the end, the final themes were extracted and analyzed. The research findings were presented to the participants during the interview, who announced their opinions. This was done to confirm the validity of the research, the accuracy and validity, the reliability and the ability to validate the data. At all stages, the obtained documents were maintained using participants' comments. This work enables the data reliability and verification.

Findings

In this research, according to the commonalities in the interviews and the participants' statements, the various statements obtained were categorized into 15 sections: these 15 categories were classified into four categories: financial, human resources, system problems and multitasking.

Table 1

Per capita inequalities in all fields of education and training	
Financial	Deterioration of buildings
	Depreciation of educational equipment, including computers, copying and duplicating machines
	Debts related to energy carriers
Human resources	Lack of specialized teachers
	New teachers who always protest and perfectionist
	Not having the school's executive staff based on the organizational chart
	Compulsory teaching of the principal and deputy in the classroom
	Reluctance and unwillingness of students
Websites	Reducing parents' cooperation with the school
	The multitude of internet systems and their instability
	Pre-registration
Multiplicity of tasks	Distribution of textbooks
	Various projects and ceremonies
	Repetitive and unnecessary directives & expectations of other non-related institutions, people and offices

1- Financial problems

The main challenge that all the managers who participated in the interview mentioned and considered the most significant was the financial problem and lack of sufficient per capita allocation. To reduce public opinion pressure, officials discuss tuition illegality. After the registration period is over, it is said that there is not enough per capita or government aid, so administrators have to run the schools with parents' participation. During the academic year, he begs parents and benefactors to cover current affairs. Education per capita of schools does not cover costs. Physical education, health, family education, prevention of social harm, and a general lack of financial resources are never-ending concerns for school administrators. It will become a significant challenge if the relevant

ministry does not adopt a suitable policy. One of the participants

in the interview says: "Administrators become school financial providers when there is no time for educational management and planning. From the early morning when I enter the school until the night when I go to sleep, I have to think about funding for the school at the beginning of the year and at the time of registration, when the Ministerial managers interview and say that taking any money is prohibited. We even have problems receiving the cost of textbooks and student insurance, and in this situation, it is certainly not possible to charge a fee from the parents".

2- Deterioration of school buildings

Another challenge mentioned is the high cost of maintaining school buildings. Most school buildings, especially rural ones, were built in the

1980s or before, and their age makes maintenance costs increase. The Mehr Project is implemented every summer to prepare schools for the new academic year. This is done by the Ministry of Education and the School renovation, development and equipping organization, but more is needed. Most managers participating in the research cannot handle minor repairs. According to them, the construction, repair and fitting of schools and educational buildings is the responsibility of the School Renovation Organization, which operates as a general department in the provinces, and there is no department called the renovation, repair and equipping of schools in the cities and the necessary coordination. It is the responsibility of the support deputy and the support expert of the city departments. They make the necessary arrangements with the general department for the province's modernization. Although the General Department of Renovation supervises engineers in each city, their location is also in the province's center. Neighboring cities usually share them. They constantly move, coordinate, and cooperate to solve problems, but their efforts still do not meet their needs. According to the administrators' statements, in the past, minor school repairs, such as preparing classrooms, toilets, drinking fountains, renovating and repairing tables, benches, chairs, etc. The school's parents and teachers have done the repairs and submitted invoices and costs to the department's service

unit. Finally, the expenses were paid to the school's account after the visit of engineers supervising the school's renovation. In addition, the work was approved through the support of the respective department from the General Department of Renovation. Still, the General Department of Renovation contractor has performed all repairs under contract for several years. Usually, the work process is so long that, in most cases, all repair works, whether heating and cooling systems or construction, are started during the academic year. After its beginning, it disturbs education and causes additional costs. One of the experienced managers says: "Taking care of dilapidated buildings has become the biggest problem for us. There is no money, and it cannot be taken from the parents." At the beginning of the academic year, they say it is forbidden! Well, what should I do as a school principal? The roof needs to be repaired and insulated, the school's heating system, the toilets and drinking fountains need to be fixed, there are broken tables, chairs and benches. What can we do without money? What can I do? I could do it because the partial repairs were from a trust. We paid for drinking water and painting the classrooms with the association's help. We gave the invoice to the administration, and the supervising engineer for the renovation visited and confirmed that they had paid the expenses. If we had worked on credit, we would have settled the debts. We also got help from the children's parents.

Everyone had a specialty. One was a cement worker, an electrician, one knew plumbing, and one was a carpenter. Finally, we worked during the summer, and the school was almost ready for the beginning of the Academic year. For several years, the renovation has had a contractor for minor repairs. By the time the specified contractor starts making profits, summer is over. Neither the school is ready nor can we do anything. The school building is repaired during the academic year while disturbing education.

3- Depreciation of educational equipment

Another problem is the depreciation of school tools and equipment. Most school systems, such as computers, copying and duplicating machines, printers, etc., are out of order. The computers in the technical and professional conservatories usually need to be updated so students can work with them. They are old or donated by other organizations, such as banks and other economic enterprises. They were donated to education and training after a lifetime of working and retiring in the relevant organization. All these systems are incompatible with the upgraded software, and students and trainees protest. A participant says: "We have several courses in this technical school that need up-to-date computers. Although ten computers are in our workshop, only two are usable and suitable. The rest are not."

4- Being under pressure from departments and organizations and carrying energy.

Managers need help dealing with organizations, departments, and energy carriers. Every year, according to the agreement of the two ministries of energy and education, a percentage of the cost should be free, and this is if the consumption pattern is observed. Nevertheless, this pattern has yet to be determined. School administrators are expected to pay ample water, electricity and gas bills. Every time, the seal will be cut off unless you pay. During the current year, the subordinate departments forced the administrators three times to hand over the school details and bill numbers to the departments and register them in the relevant system so that if the consumption of energy carriers follows the approved consumption pattern, the schools will not pay the bills and will be waived. Still, no public school has cut off one of the energy carriers or received a notification. All of this fills the school principal's head with facts. Parents' and teachers' associations, benefactors, and sometimes colleagues who voluntarily help financially manage the school. Administrators claim that most schools, especially rural ones, need help providing energy carriers. With the cooperation of the departments, only a few branches are cut off, but this does not reduce the managers' concern about the debt of the energy carriers of the schools, and it is only a pain reliever that temporarily relieves the pain. One of the

managers says: "In this regard: Every time the water, electricity or gas agent comes in, I think he wants to say again: Madam... you still owe, why don't you pay the bills? Eventually, your gas will be cut off, and winter cold will affect students. This is enough for me to get stressed and anxious! Because the Ministry of Education cannot cover the school's initial expenses. We face big problems. These people, who are sometimes members of the parents' association and teachers of the school, help us with school expenses by paying money to the school.

5- Newbie teachers who always protest and are perfectionists

Another example of managers' challenges is their challenge with newly hired teachers who are almost always protesting and perfectionists. According to most interviewees, novice teachers are more problematic for school administrators than experienced ones, from problems with classroom management to lack of proper interaction with students, followed by issues with teaching. Administrators want the school, the class, the teaching equipment, and even the students to be perfect. They complain about everything with the slightest problem. Because they are not familiar with the description of the principal's duties and authorities, they attribute all the deficiencies and deficits of the school to the principal and question his management and ability, and sometimes by saying some untrue things in the classes, they bring about problems between the executive staff of

the school and the students. A manager says this: "Unfortunately, new colleagues occasionally cause problems. They are unfamiliar with the manager's job description and raise issues inconsistent with reality. However, they also cause disrespectful behavior and speech between students and colleagues. They attribute any problem to the principal."

6 -Absence of specialized teachers

School administrators need to assign more specialized teachers to their schools. Although this problem existed from the beginning, it has become more apparent in recent years due to a lack of human resources in education. Because regular school administrators are not responsible for selecting the school's teaching staff, they must include the teachers introduced to the school by notification from management and administration in the weekly schedule and classes and plan for their instruction. As soon as classes begin, students and parents complain about a lack of expertise. Parents and students blame the principal for not providing appropriate staff. The principal of a school says: "There are teachers with work notifications including several subject titles. It is also known that this colleague is not an expert in all fields, but his area of study is also known. We cannot ignore it. He teaches and manages his class, and I make his schedule. Ultimately, the consequences will fall on me as the principal, who cannot provide the right staff from the students' and parents' perspectives. The

teacher is suffering, and the teaching-learning process is deteriorating".

7 -Reduction of parents' cooperation

Another issue school principals need is more cooperation between parents and school principals. Parents' cooperation and assistance to school principals have improved in recent years. The interaction between the parents' and teachers' association and the school principal was such that the association's representative considered himself not only responsible for solving the school's problems. He also served as a very effective communication channel between the school's administrative staff and the students. In particular, this is the school's principal and the students' families. Since he was their confidant, they assisted and cooperated with him regarding school issues. During the past few years, especially when inflation and prices have risen rapidly, and families are facing difficult economic times, there is no place left for them to provide assistance and help. Parents' skills are sometimes used to solve school problems by placing parents' representatives in the association. However, the level of cooperation is different from previous years. Administrators report that students' parents do not cooperate as well as before; they have no choice. Most families are experiencing economic difficulties. It is neither correct nor logical to expect the family to assist the school when they experience financial difficulties themselves. We cannot

expect anything from parents under these inflationary and economic conditions. In contrast, most people know the laws and say education should be free. They also say that the government must provide all educational facilities for students. Economic problems affect everyone.

8- Not having the school's executive staff based on the organizational chart

Furthermore, there needs to be more administrative staff, including assistants. This is despite the number of students reaching the required quorum for assigning education to the school. The Ministry of Education, as the primary custodian of public education in the country, faces a shortage of human resources almost every year. Working and retired teachers are utilized principled or unprincipled to compensate for the shortage, sometimes resulting in injustice against the workers. For example, deputy and other executive staff are not allocated according to the organization's organizational chart. There are approximately 260 students in this school. Still, the school needs a vice-chancellor but instead has an educational coach three days a week, reducing instruction quality.

9- Attendance in class as a teacher is mandatory

According to administrators, another issue that has increased in prominence in recent years involving school principals is their mandatory attendance and assistance in the classroom. This is

because of the organization's instructions, teacher priority in the class, and the need for more resources. In addition to their primary duties, vice-principals, directors, deputies and supervisors of boarding schools, and vice-principals must instruct between 6 and 12 hours and sometimes 18 hours a week. The director states, "The deputy must teach 6 hours weekly in classes. I and the school deputy have to work in addition to teaching. There are clients we must satisfy when teaching in the classroom. The order of the class is compromised by leaving the class and the quality of education.

10- Students' reluctance to study

The administration of schools is also challenged by students' need for more motivation or unwillingness to study. Interviewees say most students lack motivation to attend school and classes. As a result of virtual education and the Corona epidemic, this challenge has been doubled. Due to this, special conditions have been created in the classrooms. The lack of compatibility between teachers and students has taken on a distinct form. This occasionally requires the intervention of the school principal or deputy principal. As a result, it has also resulted in disorder in the classroom and the learning environment. This sometimes requires the school's administrative staff to spend much time restoring order during the day. As a result of the Corona era disorganization, this problem arises. Sometimes, the student arrives late to school, causing the teacher to be uncomfortable, and the

consequences are passed on to the principal and the school office. An interviewee states: "The children have become unmotivated and are less concerned about lessons and homework. His response when I ask about the reason is: Clearly, it cannot be said that a student is not motivated to study because of one thing or another, but in general, it is a few factors. He stated that there are several jobless, educated individuals in every family. For example, a brother with a bachelor's degree is unemployed, a sister with a master's degree is unemployed, and even a doctoral degree is not employed. As a result, motivation is undoubtedly diminished. These young people understand, think, and analyze the issues they face in society and see the unemployment of educated people. Maybe they do not express this in front of their families, but they do not find a reason to study; they become unmotivated and disappointed, and sometimes, it can be said that this Corona era has also affected children. However, during the Corona era, some students entered the job market, learned a skill and earned an income. Particularly when some children entered network marketing and realized that studying is not their only option for living; there are other options as well. Some students have even requested that we speak to their parents so that they stop sending them to school and university. This will allow them to continue on the path they have found to entice the labor market as quickly as possible".

11- The multitude of websites and their constant changes

One example is the multitude of websites that are constantly changing. In the Ministry of Education, which has a history of making hasty and unqualified decisions, such as adding the sixth grade to the elementary school without a qualified judge, the lack of classrooms in primary schools has resulted in students studying in miserable conditions, according to most school managers. The Ministry of Education has also had extensive experience setting up, using, and decommissioning various systems. There has been some confusion among students, administrators, and parents regarding systems such as (medu.ir), (hamgam.medu.ir), textbook sales (irtextbook.ir), Shad (shad.ir), student Sanad (snd.medu.ir), Amin's graduation (edu.medu.ir), pada.medu.ir, Sida system, sida.medu.ir, my.medu.ir, and the administrative automation system. To familiarize themselves with these systems, school administrators do not receive special training and do not pass a particular course. Still, they must learn by trial and error, which wastes time, causing errors and sometimes irreparable damages. In this case, one of the experienced managers states that these multiple systems have become an insoluble problem in addition to hardware problems and deficiencies. A novel system is introduced daily; for example, Homad became extinct one day, Hamgam was born and expired another day, Sanad and Pada, we have Sida and Shad, and there are other

systems such as textbook registration. A new web is created until we learn a system's working method and environment. We have to use it without passing a course or training. I wish all of these were defined as an integrated system and that managers' and other users' responsibilities were defined once and for all. Confusion exists among students, parents, and principals, and the principal must eventually bear the brunt of all this confusion. Why? The results of these efforts can be seen and manifested in the school. Of course, they appear to be taking action since entering my.medu.ir addresses many needs, and I hope this system will not suffer the same fate as its predecessor".

12- Pre-registration

Pre-registration is a new phenomenon that has gained popularity since the summer of 2023. According to all interview participants, it is one of the most difficult challenges facing school administrators right now and this summer. To complete the student registration process, parents must refer to My.medu.ir system and follow the necessary steps while uploading the required documents, searching for schools, and choosing the appropriate one. Visiting the desired school for final registration is the best method of determining conditions and capacity availability. As stated by school administrators, there was insufficient information about this process in mass media in some areas, resulting in parents noticing this when they visit the school. In addition to paying the fee, parents

must also wait a considerable amount of time in internet cafes. Many parents are unaware of the system and its practical process. In addition to the excruciating heat of summer, this disarray and confusion cause discomfort not only to the parents but also to the students, which in turn has repercussions for the school principal. National, provincial and regional networks and various media outlets should have been utilized to inform and justify parents in these cases. Even though it can be beneficial when something occurs without planning, it annoys those on the front lines and who interact with clients. These changes should be well-planned and communicated.

13- Textbook system

Administrators register student annual books in the relevant system. They collect the money, receive the books from the book warehouse, and distribute them to students. This system can be registered with a national code and is stylish, modern and contemporary. The problem arises from the following factors: First, some students occasionally resist paying even the initial cost of the book. Furthermore, adequate technical support is needed for the book registration system. The director or assistants must work day and night for weeks to register the books, and sometimes, the registration is incomplete. The manager must accept and bear the consequences of the delay in receiving the books. Though he did not possess it, he had to endure illiteracy in every aspect of his life. This included

answering parents, students, and the public media. Previously, textbooks were distributed through private bookstores in middle and high schools and technical colleges. Each student prepared the book according to their grade and field of study, stapled or wired it, made the cover, and received it. Managers say our workload has increased due to the registration, preparation, and distribution of books that bother managers. Registration, delivery from the warehouse and distribution have their peculiarities and nerves. For starters, all books are not available simultaneously. We sometimes have to pick up many books related to various grades and fields from the textbook distribution officer and office storekeeper occasionally. In this case, we must have a car, and we are very fortunate. We need to stand in line less to receive books in the office. It is also worthwhile to note that the books are different, different courses with duplicate titles and other codes; how do we ensure that the codes of the books we receive are correct and that we receive the appropriate ones? This occurs several times a year, and I either have to hand over the books to myself or the school assistant. The issue is not limited to this. Sorting and distributing the books at school takes much time and effort. In addition, it is necessary to determine grades, classes, fields, and students. This is really time-consuming and extremely difficult. The principal should be the educational director and plan to improve education quality rather

than reduce workload. This is the responsibility of the school principal and executive staff. Educational planning and management are crucial.

14- Existence of numerous and different projects and ceremonies

Another issue school administrators face, which was mentioned by most respondents in this study, is the implementation of various ceremonies and plans across all academic periods. According to managers, these projects can improve education quality if sufficient human resources are available. However, according to the managers, not in the current form and large numbers. Several projects and ceremonies have been implemented, including Jaber bin Hayyan's Taali project, Tadbir project, research institute ceremonies, and Khwarazmi ceremonies. These ceremonies show that quantity is significant to some individuals at the expense of quality. As a result of the statistical follow-up of these projects and ceremonies, as well as the comparison between the number of participants in the provinces, cities, and sometimes schools, managers have unconsciously tended towards non-productive competition, increasing the number of participants but neglecting the principle of education and planning for education, which is a waste of time. A manager said, "Management has become difficult; we do everything except educational management. In addition to logistics, we must also think about other peripheral tasks." There is a plan, ceremony, works, and activities

planned for every day that are only partially useful for students' education. They become cumbersome managers and take everything away from me daily. If we look for statistics, the number of participants will at least increase the school's name in the comparative Excel table. What are the outcomes of these projects and ceremonies? The Ministry of Education should inform us as managers of the results of all these plans, ceremonies, competitions, etc. Education is not addressed. According to the Ministry of Education announcement, this year's average final mark has decreased by two marks compared to previous years; they should investigate why. As the director, one reason for being on the sidelines of education is the implementation of projects and ceremonies that do not result in a precise result. A project, competition, and ceremony can contribute to education if they are limited and quality is not sacrificed for quantity. Also, at the end of each academic year, we should announce that we have reached this point by implementing some project, ceremony, or competition.

15- Circulars, departments and organizations

A manager's other concern is the many directives that must align with the education process quality. Education and training vice-chancellors receive many circulars, most of which serve as reminders of routine processes and do not add unique innovation or variety. Only the circulars of the Ministry of

Education, Counseling, Health, Student Mobilization, Student Organization, and Student Councils require accountability. The principal is expected to organize students to follow the authorities' directives. Most circulars are valid, and each unit issuing a circular considers its petition a primary priority and the most critical mission of education. However, other departments and organizations may disrupt classes and education for various programs. This is mainly documentation, facilities use, and interruptions by students with references and disruptions from time to time. A manager says: Unnecessary and repetitive circulars that always fall on the manager like debris. Circulars are so large that just reading them would take hours. Interestingly, each deputy and field has its directives, considers themselves the most critical, and gives themselves the highest priority. The Ministry of Education has various specializations and fields related to many directives, including physical education, student mobilization, health, counseling, student councils, and others. He says having full-time staff to respond to these directives is generally necessary. These departments, organizations, and bodies interrupt the educational process with occasional referrals.

Discussion and conclusion

The research aimed to identify school management issues and problems. As a result of the interviews conducted with school managers and data collection and analysis, several challenges are being

faced by school administrators, including financial and credit problems, which are related to issues such as low per capita income, wear and tear of school buildings, a lack of educational equipment, debts concerning energy carriers, and problems with human resources. The following are included: the lack of specialized teachers, novice teachers, insufficient allocation of executive personnel, such as vice presidents, forceful teaching of administrative staff, the reluctance of students, and a lack of cooperation between teachers and students. In other words, reducing parents' cooperation and assistance, system problems such as diversity of systems, their constant changes, the constant birth and extinction, textbook systems, the newly enacted phenomenon of pre-registration, and the multiplicity of tasks. There were several unnecessary directives and repetitions, different plans and ceremonies, and the intervention of other non-responsible bodies and organizations mentioned by managers. By comparing this study to the research conducted by (Hoshiar and Shirbaghi) under the title Evaluating School Principal Performance from the Teachers' Perspective Based on a Case Study Approach (BSC), we can conclude that in addition to the principal's viewpoint, the factors discussed above also contribute to the success or failure of the program.

Likely, the interviewees expressed only some problems because the research method used an interview.

There were also limitations to conducting the study. Furthermore, only the most important factors have been expressed due to the limited time and type of research run. Details have not been addressed, so researchers should research the subject using other methods and tools at another time and location.

Ethical Considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

Sponsorship

The present study was funded by the authors of the article.

Conflict of Interest

According to the authors of the present article, there was no conflict of interest.

This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the *Journal of School Administration Quarterly* for review and publication only.

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