
Firtst Year Male and Female Principals' Preparation and Challenges in Southern Mexico

Edith J. Cisneros-Cohernout

Cohernout, School of Education, Autonomous University of Yucatán, Mexico

Julio I. Vega-Cauich

School of Education, Autonomous University of Yucatán, Mexico

Gabriel Domínguez-Castillo

Castillo, School of Education, Autonomous University of Yucatán, Mexico

Abstract:

This paper focuses on the findings of a study aimed at identifying critical issues regarding the preparation and challenges faced by female and male elementary school principals in their first years of professional experience. The research was conducted in three southeastern Mexican states: Yucatán, Campeche, and Quintana Roo. Data collection included a survey of school principals, as well as interviews with the participants. The results provided valuable information for the training of school principals.

Principals were generally satisfied with their experiences in their first years in their principal positions, and they felt well-prepared from their previous experiences in schools. However, prior experience was only on teaching but lacked preparation on school management and improvement. In addition, female principals were assigned mainly to rural schools, with less resources, they received less salaries and faced higher challenges than their male peers.

Keywords:

Teacher leadership, Principal preparation, School Management, Administration.