



# A COMPREHENSIVE ANALYSIS OF THE CHALLENGES AND REMEDIES FACED BY NOVICE PRINCIPALS IN SCHOOL ADMINISTRATION

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## ABSTRACT

First, the research aims to catalogue the difficulties encountered by first-year school administrators; second, it will utilise these difficulties as a springboard to generate potential solutions to these difficulties. Content analysis was utilised to review the study's findings, and the design was mostly based on several qualitative research methods. The gathered data allowed us to classify the difficulties faced by school administrators into five separate groups. The worst obstacle was the worsening physical state of the schools. It was followed by issues with different school stakeholders, then education policy, then administration, and lastly finances. The school's administration came up with a plethora of solutions to these problems. In order to address the challenges that schools are currently facing, principals have proposed the following solutions: more funding for schools, better facilities, training programs for future principals, the ability for current principals to get master's degrees, and formal mentoring programs for future principals.

**Keywords:** naive school administrators; problems with administration; difficulties in education; the educational system.

## 1. INTRODUCTION

Researchers from several nations have concentrated on the most effective ways to choose and educate school administrators because of the critical role they play (Connell & Clarke, 2020). Making sure all pupils receive a good education is mostly the principal's job. Because of the specific responsibilities that come with being a school administrator, experts believe that principals are vital. The principle is primarily responsible for overseeing the administration to make sure it is working towards the school's declared goal. School administrators often face a



wide variety of individuals in their profession, each with their own unique viewpoint and set of expectations. Consequently, principals are not only juggling more responsibilities, but also facing a more challenging role. A larger time and energy commitment from the school administrator is required to deal with this unavoidable outcome. The essential traits of an effective principal are described in connection to their leadership abilities. Everyone wins when school administrators use their leadership abilities to find effective solutions to issues that arise on campus. This is why they often find themselves in managerial or team leadership positions. In this setting, the ability to analyse problems, make choices, and put plans into action are all aspects of leadership, namely the ability to recognise the leadership traits of the school principle. Everyone in the school community, including teachers, feels the effects of the principal's leadership style right away. Consequently, the principal's role at a school becomes more significant. There is a sea change happening in the present educational paradigm. The role of the school principal has expanded due to decentralised educational systems. Due to the growing complexity of modern educational settings, principals are encouraged to engage with their communities. Neighbourhoods in order for them to seize control and make things work. Because of these changes, managing a school now presents greater obstacles than before. Principals deal with a multitude of problems that arise from many sources as part of an educational institution's management. Institutions of higher learning need capable administrators who can guide them through these difficult times. At the institution, this individual serves as the principal. Without the strong leadership of the principal, no school can achieve academic distinction. This proves that strong administration is one of the most important aspects of a successful school (Fernandez et al., 2020)



## **2. BACKGROUND OF THE STUDY**

The leadership skills of a principle dictate the essential competencies that principals are expected to possess (Caliskan, 2020). When school administrators use their leadership skills to assess problems and give solutions, they are most successful in their positions. Having said that, it is not out of the ordinary to ask them to assume leadership or management responsibilities within an organisation or team. Leadership skills, and more specifically, the acknowledgement of the school principal's leadership behaviours, are directly tied to the ability to evaluate problems, make decisions, and implement solutions. All of these things have to do with leadership in some way. Everyone on staff, not just teachers and kids, feels the effects of administrators' leadership styles right away. This is true irrespective of the worker's profession. Because of this, the principal's position inside the school becomes more important. A major paradigm shift is occurring in today's educational system, and this will have far-reaching consequences. According to these studies, two main factors significantly influenced this shift in thinking. The growing complexity of modern school environments necessitates that principals engage with their communities. the principal's responsibilities have grown; in decentralised school systems, principals are now responsible for a wider range of leadership tasks. Societies in order for them to be able to take charge and rule effectively (Harmer, 2018). School administration is now more complicated and fraught with problems as a direct result of these changes. School administrators face a wide range of issues, the causes of which might originate from several sources. In order to address the identified challenges, educational institutions need leaders. This person is in charge of the organisation. In order for pupils to



reach their maximum academic potential, it is the responsibility of the principal to provide good classroom leadership (Bouchamma et al., 2020)

### **3. LITERATURE REVIEW**

International scholars have devoted almost half a century since the start of the past century to tracing the origins of professions in school administration (Fullan, 2020). Presenting a literature review on NPs together with its conclusions about the existing status, intellectual structure, and conceptual framework of the area. These authors independently wrote the review. The review was carried out by the writers of this article. In order to conduct their bibliometric and content-based analyses, the researchers in this study combed Scopus for relevant publications. The bulk of the findings related to patterns in how new information is often generated during a school administrator's first years on the job. Our best guess is that, despite some promising developments, this field of research is very much in its early stages. Research on NPs has mostly focused on three main areas: their education and training, their socialisation, and their role in enhancing educational institutions. It has been discovered that most of the pertinent research does not have a sufficient amount of theoretical grounding. This information has just recently been made public. The researcher contextualise these results within prior research on the same subject (Darling-Hammond et al., 2020). to show how they make sense.

### **4. RESEARCH QUESTION**

- What is the solution of the school's administrative problems of novice principals?

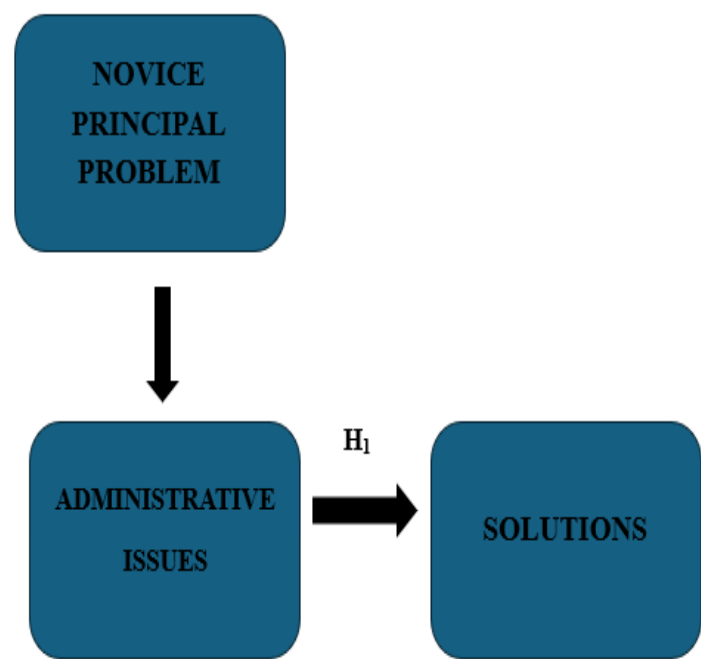


## **5. RESEARCH METHODOLOGY**

Rather than using a quantitative approach, this study used a qualitative one to get insight into the perspectives of principals. In qualitative research, the goal is to "grasp the meaning individuals have formed," or the process by which individuals interpret and make sense of their environment and their own lives. Finding meaningful explanations for social occurrences is the goal of qualitative research. The textual material was examined using content analysis in this study. Thanks to content analysis, data themes may be simply found, examined, and reported. As a result, the data may be more effectively organised and understood by the researcher. In order to establish the relevance of a word, phrase, or subject, traditional content analysis looks at how often it appears. Newspaper articles and answers to open-ended questions are ideal materials for this sort of research. Data analysis and coding followed the completion of data collecting. To gather textual data, the study used a survey approach with open-ended questions. Two parts made up the inquiry form. The first round of enquiries sought to gather fundamental demographic information from the subjects, including their ages, degrees of expertise, and similar details. There were two free-form questions in the second part. Software may be used to examine the data collected in qualitative research. Software like Atlasti, Nvivo, Ethnography, and MaxQD allow researchers to do qualitative analysis on even the largest datasets, in addition to the time-honoured method of using pen and paper.



**6. CONCEPTUAL FRAMEWORK**



**7. RESULT**

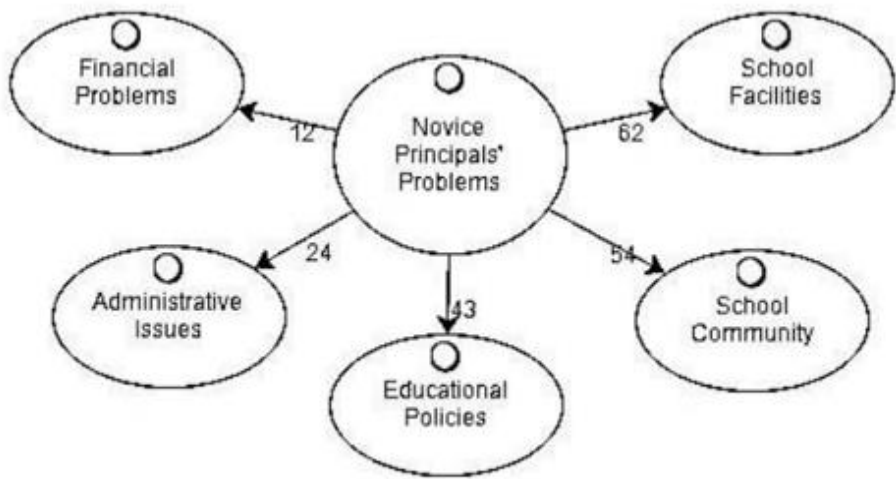
The 76 educational institutions were chosen at random by the researchers. After that, the researcher used the phone to contact the schools, brief the principals on the goals of the study, and enquire as



to whether or not their respective institutions met the criteria for the research. There were 76 principals who might have participated, but only 32 showed up. Four of those leaders declined because they had other obligations. Because of this, researcher were successful in recruiting 28 principals to serve as research participants. The researchers and the school administration worked together to plan the school visits. Researchers reviewed the study's aims and methods during the first meeting. After that, researcher had the principals fill out forms with free-form enquiries and provide us their most detailed responses. The principals were given a week to complete the paperwork. The researchers scheduled a time to return with the principal to collect the surveys before they left the school. The results show that the principals who participated in the survey had a median age of 42. The average number of years of teaching experience among the participants was eleven, with three of those years dedicated to administrative duties. A grand total of 195 unique solutions to the issues were put up by the participants. The obvious source of stress for school superintendents and principals is issues related to school buildings. A significant portion of the respondents (32%, n=62) express serious worry about the lack of appropriate educational facilities. Managing the school community is the second challenge that administrators face. Everyone from the students to the teachers to the parents to the assistant principal is a part of this. Out of the total number of respondents, 28% (n=54) were from the school community. The issues surrounding school policy came in third place. With a total of 43 responses, 22% were on this subject. Administrative questions received the most responses, while financial enquiries received the fewest (n=24). Out of 100 people who took the poll, just 12% (12/100) had any comments. The most common source of stress for new school managers is the physical plant. When principals



encounter issues in this area, it becomes more challenging for them to fulfil their administrative duties.



**8. CONCLUSION:**

The research highlights the challenges faced by newly appointed school administrators via participant comments (DeMatthews et al., 2021). This approach may be helpful in revising rules regarding principal training and fixing systemic problems in education. Issues such as inadequate physical facilities, strained relationships with other staff members, and financial issues are encountered by first-year school administrators, according to recent study. They always feel so alone as they attempt to conquer these challenges. One of the main challenges that administrators





have is the inadequate school infrastructure. For instance, if there aren't enough gyms, auditoriums, or other spaces, they can struggle to plan events. Reducing student enrolment and improving classroom facilities are critical issues that need urgent attention. The second most pressing issue is fostering harmonious connections with parents, students, instructors, and aides. Some of these students may cause problems for the lead instructor. The results of Wildy's research corroborate this claim ( Blikstad-Balas et al., 2022). Turkish respondents struggled more than their Australian counterparts, according to this comparative research, to establish interpersonal relationships with their workers. Due to the problems that previous principals have had with the residents of this town, the present principle may feel alone inside the school community, even if they are surrounded by people during the day. Possible solutions to these problems include setting performance standards for staff members and instructors and providing principals with appropriate in-service training. In addition to consulting with faculty members for guidance while they are in school, aspiring principals often seek out conversations with more seasoned leaders in the profession before taking the helm. This exemplifies the efficacy of providing in-service training to principals and educating them themselves as best practises for educational settings (Varela et al., 2020).

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