



# AN ANALYSIS OF THE CHALLENGES FACED BY FIRST-YEAR PRINCIPALS IN THE REALM OF SCHOOL ADMINISTRATION AND THEIR SOLUTIONS

ZHANG YU 1<sup>st</sup> , Syed Ahmed Salman 2<sup>nd</sup> , DHAKIR ABBAS ALI 3<sup>rd</sup>

## ABSTRACT

The study's goals are twofold: first, to identify the most pressing problems encountered by first-year school administrators; and second, to utilise this list as a springboard for brainstorming potential solutions. The study's methodology was based on a variety of qualitative research techniques, and content analysis was used to scrutinise the findings. There are five main types of difficulties that school administrators face, based on the data that was gathered. The worsening physical conditions of the schools were the greatest obstacle. Once that was out of the way, issues arose with different school stakeholders, education policies, administration, and finally, finances. In response to these challenges, school administrators proposed a variety of solutions. Increasing school funding, improving school facilities, creating training programs for future principals, allowing current principals to get master's degrees, and instituting formal mentoring programs are all solutions that principals have proposed to the problems that schools are currently facing.

**Keywords:** the educational system, inexperienced school administrators, issues with administration, and challenges with instruction.

## 1. INTRODUCTION

Because of the critical nature of their position, scholars from many different nations have studied the topic of school leadership development. Ensuring that every student receives a sufficient education is primarily the principal's duty (Marks & Schmidt-Crawford, 2019). Principals are vital to schools, according to experts, due to the specific management responsibilities that are their responsibility (Bektas et al., 2020). The principal's principal responsibility is to oversee the daily operations of the school and make sure they are in line with its declared objective. School administrators, by nature of their job, interact with a wide variety of individuals, each with their



own unique set of experiences, viewpoints, and expectations. Principals are now faced with a larger workload and a more challenging role due to this. The principal will need to devote more time and effort to deal with this unavoidable outcome. The leadership abilities of an individual identify the essential traits that should be present in a principal. Problems arise in every school, but when administrators use their leadership talents to find and execute solutions, everyone wins. Consequently, individuals often find themselves in positions of leadership within teams or even in corporate management. Leadership skills in this setting are associated with problem analysis, decision-making, and plan-implementation; specifically, with the appraisal of the principal's leadership behaviours. Every member of the school community, including teachers, is immediately and directly impacted by the leadership styles of the principal. Because of this, the role of the school's principal becomes more important. There has been a sea change in the way schools are structured recently. The responsibilities of a school principal have grown in recent years due to the rise of decentralised educational systems. Given the growing complexity of modern classrooms, it is imperative that principals engage with their local communities. Communities in order for them to assume leadership roles and effectively manage their affairs. Due to these developments, school management is now more difficult and fraught with new difficulties. Principals in charge of an educational institution deal with a myriad of problems that stem from several directions. In order to overcome these obstacles, educational institutions need capable leaders. The role of principal is held by this individual at the school. The principal's position is one of strong leadership, and without it, no school can achieve academic distinction. According to (Zhang & Koshmanova, 2020) strong leadership is one of the most important factors that determine a school's success.



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

A principal's leadership abilities dictate the essential competencies expected of them. The best school administrators are those who can assess problems within the school and come up with workable solutions by drawing on their leadership skills (Bellibas et al., 2021). Despite this, they are often asked to assume leadership or managerial positions inside a company or a team. In this context, the ability to evaluate problems, make decisions, and put plans into action is directly tied to leadership skills, specifically to the degree to which the school principal's leadership behaviours are accepted. The concept of leadership is interwoven within each of these deeds. All members of the school personnel, not just instructors and students, are immediately and directly affected by the leadership styles shown by administrators. It makes no difference what type of worker this is. The principal's function becomes even more important within the school community as a result of this. There has been, and will be, a significant shift in the educational paradigm recently. Two key factors were identified as having contributed to this paradigm shift by this investigation. Because modern school environments are so complicated, principals need to make an effort to connect with their communities. decentralisation of power in the classroom has resulted in an increase in the principal's responsibilities. Communities in order for them to be able to take charge and govern effectively (Celik & Konan, 2021). These changes have made school administration much more challenging and fraught with problems. Heads of schools, or principals, face a wide range of issues, the causes of which may originate from several sources. To find answers to the problems that have been found, educational institutions need leaders. The principal of the institution is this person.



Principals are responsible for providing good classroom leadership that allows students to reach their maximum academic potential (Li et al., 2020).

## **2. LITERATURE REVIEW**

Scholars from all around the world have devoted almost half a century to tracing the origins of professions in school administration, starting at the turn of the past century. Information on the existing status, intellectual structure, and conceptual framework of the area is provided in addition to a literature review of NPs. The review was written by these authors independently. The writers of this article carried out the review (Culpepper et al., 2019). In order to find relevant publications to examine utilising bibliometric and content-based methodologies, the researchers in this study used Scopus. A large portion of the findings pertained to patterns in the first years of a school administrator's knowledge generation. Based on what researcher know thus far, this field of research is rather young, despite its recent achievements. Training and education, socialisation, and the role of NPs in improving educational institutions have been the primary focus of most research pertinent to this issue. The bulk of the relevant studies have been found to be unsatisfactorily theoretically grounded. This is something that has just recently been discovered. In light of prior research on the same subject, researcher provide an explanation of the significance of these results (Hsu et al., 2020).

## **4. RESEARCH QUESTION**

- What is the solution of the school's Financial Problems of novice principals?

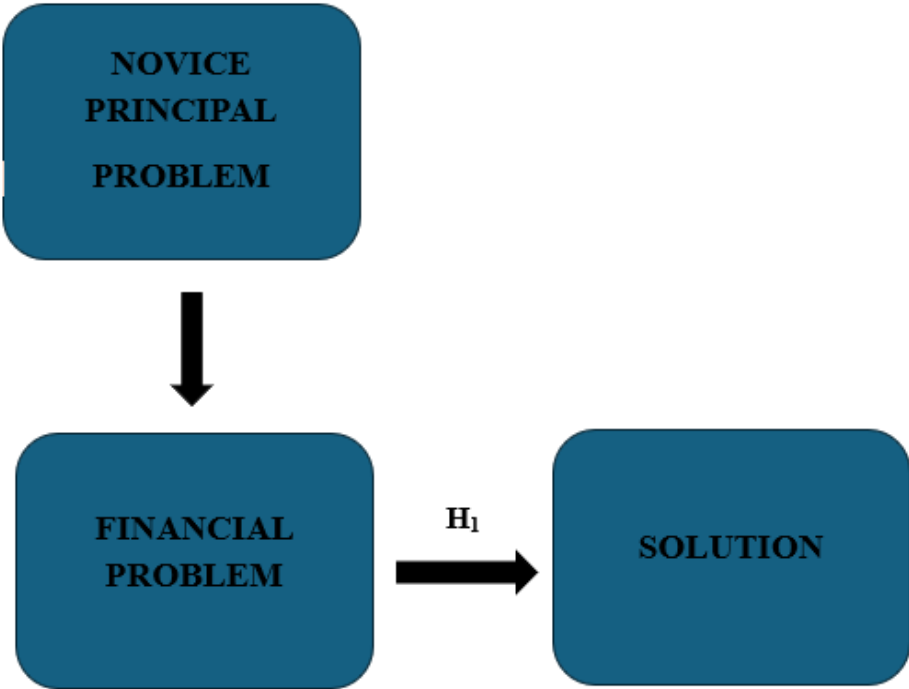


## **5. RESEARCH METHODOLOGY**

The study used a qualitative research approach since understanding the principals' perspectives was more important than testing hypotheses. To "grasp the meaning individuals have formed," or the process by which individuals interpret and make sense of their context and experiences, is the fundamental goal of qualitative research. The goal of doing qualitative research is to shed light on social processes and provide plausible explanations. The content analysis method was used to scrutinise the written content in this study. Content analysis allows for the easy identification, analysis, and reporting of data themes. Because of this, the researcher is able to sort and understand the data more effectively. The traditional method of content analysis relies on how often a word, phrase, or subject appears in order to draw conclusions about its importance. Articles from newspapers and answers to free-form questions lend themselves well to this style of examination. Content analysis and coding were executed after the completion of the data gathering phase. The study gathered textual data using a survey approach with open-ended questions. There were two parts to the inquiry form. Participants' age, degree of experience, and other basic demographic information was sought for in the first round of questions. Two free-form questions made up the second part of the survey. It is possible to employ software for data analysis on qualitative studies. For qualitative analysis of even the largest datasets, researchers have a few options, including the time-tested pen and paper method and tools like Atlasti, Nvivo, Ethnography, and MaxQD.



**6. CONCEPTUAL FRAMEWORK**



**6. RESULT**

Researchers randomly selected seventy-six educational institutes. Subsequently, researcher telephoned the schools, informed the principals of the study's objectives, and requested confirmation of their schools' eligibility for the research criteria. Only 32 out of 76 qualifying

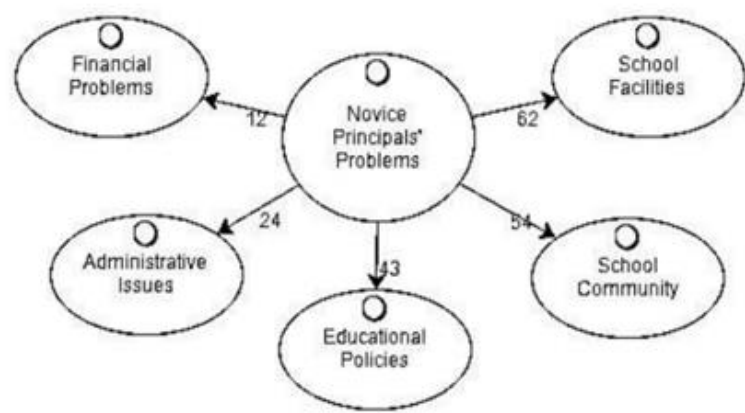
Cuest.fisioter.2024.53(3):3033-3044 3038



principals participated, while four declined due to other commitments. Consequently, researcher successfully recruited 28 principals from various schools to participate in the study. Scientists ensured their visits to schools aligned with the availability of both themselves and the administration. At the first meeting, the objectives and methodologies of the research were examined. The principals were thereafter requested to complete forms including open-ended queries and provide comprehensive replies. Principals are requested to complete the documentation by no later than one week from today. Researchers scheduled a meeting with the principal to retrieve the surveys from the school prior to their departure. The findings indicated that the median age of the principals who took part in the study was 42 years. The participants had an average tenure of eleven years in the field, with three years allocated to administrative duties. Participants proposed one hundred fifty-five distinct remedies to the prevailing difficulties. Undoubtedly, problems with school infrastructure induce significant stress on principals and superintendents. Among the survey participants, 32% (n=62) expressed significant concern with insufficient classroom space. Engaging with constituents of the school community is a secondary challenge for administrators. The assistant principal, together with the kids, instructors, and parents, is integral to this. Twenty-eight percent (n=54) of the respondents were affiliated with the school community. Concerns over educational policy ranked third. Regarding this matter, 22% of answers (n=43) were obtained. In contrast to administrative queries, which garnered the maximum number of answers (n=24), financial enquiries got the least. Only twelve percent (12/100) of respondents had contributions to make. Inexperienced administrators sometimes encounter significant obstacles with school



infrastructure. Challenges in this sector further hinder principals' capacity to execute their administrative responsibilities.



**8. CONCLUSION:**

Using participant quotations, the research illustrates the challenges faced by newly appointed school administrators (Hallinger et al., 2020). In order to update legislation regarding principal training and fix systemic problems in education, this approach is helpful. Recent studies have shown that inexperienced school administrators face challenges such as inadequate infrastructure, strained relationships with colleagues, and limited funding. They experience overwhelming





feelings of isolation whenever they attempt to surmount these challenges. The principals' main challenge is the inadequate school infrastructure. In the absence of sufficient classrooms, sports stadiums, or other facilities, for example, they would struggle to organise events. Improving classroom infrastructure and reducing student enrolment need rapid attention. Keeping good rapport with students, instructors, aides, and parents is the second most pressing issue. It is possible that the head instructor will have disagreements with some of these students. This claim is supported by the results of Wildy's research. Respondents from Turkey had a harder difficulty than their Australian counterparts in this comparative research developing meaningful relationships with coworkers. The present principal may feel alone in the school community, although being surrounded by people throughout the day, because of the problems that previous principals have had with the people in this town. Possible solutions to these problems include giving administrators the training they need and creating performance metrics for teachers and other staff. Throughout their time in school, principals consult with their teachers for guidance, and before starting their first job, they would want to speak with an experienced leader in the industry for counsel. Results like this show how beneficial it is to educate principals and provide them with ongoing professional development opportunities in the classroom (Zhu et al., 2020).

## **REFERENCES:**

Zhang, W., & Koshmanova, T. (2020a). A comparative study of school principal experiences: recontextualization of best American school principals of using technology in China. In G. H.



Marks & D. Schmidt-Crawford 2019 (Eds.), Proceedings of society for information technology & teacher education international conference (pp. 651–656)

Bush, T., & Ng, A. Y. M. (2019). Distributed leadership and the Malaysia Education Blueprint: From prescription to partial school-based enactment in a highly centralised context. *Journal of Educational Administration*, 57(3), 279–295.

Celik, O. T., & Konan, N. (2021). The relationship between school principals' empowering leadership with teachers' selfefficiency and organizational citizenship behaivors. *Egitim Ve Bilim-Education and Science*, 46(206), 241–261.

Li, J., Shi, Z. L., & Xue, E. Y. (2020). The problems, needs and strategies of rural teacher development at deep poverty areas in China: Rural schooling stakeholder perspectives. *International Journal of Educational Research*, 99, 101496.

Zhu, Y. (2019). New national initiatives of modernizing education in China. *ECNU Review of Education*, 2(3), 353-362.

Culpepper, S. A., Aguinis, H., Kern, J. L., & Millsap, R. (2019, Mar). High-stakes testing case study: A latent variable approach for assessing measurement and prediction invariance. *Psychometrika*, 84(1), 285–309.

Hsu, S. W., & Lamb, P. (2020). Still in search of learning organization? Towards a radical account of the Fifth Discipline: The art and practice of the learning organization. *The Learning Organization*, 27(1), 31–41.



Zhu, X. D., & Li, J. (2020). Classroom culture in China: Collective individualism learning model. Springer Nature.

Hallinger, P., & Kulophas, D. (2020). The evolving knowledge base on leadership and teacher professional learning: A bibliometric analysis of the literature, 1960–2018. *Professional Development in Education*, 46(4), 521–540.

Bellibas, M. S., & Gumus, S. (2021). The effect of learning-centered leadership and teacher trust on teacher professional learning: Evidence from a centralized education system. *Professional Development in Education*.

Bektas, F., Kilinc, A. C., & Gumus, S. (2020). The effects of distributed leadership on teacher professional learning: Mediating roles of teacher trust in principal and teacher motivation. *Educational Studies*, 46(5)

Liu, S., & Hallinger, P. (2020). Unpacking the effects of culture on school leadership and teacher learning in China. *Educational Management Administration and Leadership*, 1–20.

Schneper, W. D. (2020). Common thread: The Fifth Discipline from a liberal arts college perspective. *The Learning Organization*, 27(6), 513–525.

Zhang, W., & Koshmanova, T. (2021a). Building trust: Reflections of school principals working with students, parents, and teachers in an intensive language training center in Beijing. *Journal of Higher Education Theory and Practice*, 21(6), 63–78.

Ravitch, D. (2020). Slaying goliath: The passionate resistance to privatization and the fight to save American's public schools. Alfred A. Knope.



---

Ma, X. R., & Marion, R. (2019). Exploring how instructional leadership affects teacher efficacy:  
A multilevel analysis. *Educational Management Administration and Leadership*, 1–20.