

A QUALITATIVE INVESTIGATION OF THE CHALLENGES FACED BY NOVICE PRINCIPALS IN THE SCHOOL MANAGEMENT PROCESS AND THE SOLUTIONS THEY COME UP WITH

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ABSTRACT

The purpose of this research is to identify the challenges that new school administrators confront in their first year on the job and, using those challenges as a guide, come up with potential solutions. The formulation of the study relied heavily on the use of qualitative research methods, and the data were examined using a methodology known as content analysis. According to the data that was gathered, the challenges that were encountered by school administrators were classified into five different categories. The conditions of the school buildings were the most significant challenge among those problems. The issues pertaining to school stakeholders, education policies, administrative concerns, and financial concerns followed in that order. The principals of the schools each proposed their own unique remedies to these issues. In order to find solutions to the issues, principals have proposed the following solutions: the school facilities should be upgraded, the school budget should be increased, training programmes should be established for principal candidates, principals should be given the opportunity to pursue master's degrees, and formal mentoring programmes should be arranged for principal candidates.

Keywords: qualitative research; inexperienced school administrators; administrative issues; educational challenges; the educational system

INTRODUCTION

The selection and education of school principals has been the focus of a significant amount of study conducted in a variety of nations on account of the significance of the mission of principals. The majority of the burden for ensuring that all pupils get an education of sufficient quality rests on the shoulders of the school's principal.

Researchers believe that the distinctive managerial responsibilities that principals are responsible for are the primary reason for the vital role that principals play in schools. The management of the school in a manner that is consistent with its goals should be the principal's main responsibility. While carrying out their responsibilities, school administrators are required to collaborate with a large number of individuals who hold a variety of beliefs and have varying levels of expectations. Because of this, not only do principals have an increased number of duties and responsibilities, but also the difficulty level of their job has increased. Since this is an unavoidable consequence, the school principal is required to devote an increased amount of time and effort to the profession. The fundamental capabilities that are anticipated from a principal are defined with reference to the leadership abilities that they possess. The leadership abilities of school administrators are beneficial when they are used in the process of examining issues that arise within the school and finding solutions that are appropriate. As a consequence of this, they are occasionally required to function as the leader of a team or as the management of a corporation. Concerning the matter at hand, analysing problems, carrying out the decision-making process, and implementing solution strategies are actually related to the leadership skills, in fact to the acknowledging of the school principal's leadership behaviours. The manners of leadership that principals exhibit have an immediate and direct impact not only on teachers and students but also on other school employees. Because of this, the role of school principal is elevated to one of greater significance. The educational system as we know it now is undergoing a significant paradigm change. The following are two significant causes that researchers claim contributed to this paradigm shift: • The expansion of the responsibilities of the school principal; the breadth of leadership responsibilities has grown in decentralised educational systems. The growing complexity of school contexts requires principals to engage with their respective communities (Agaoglu, 2018).

Communities so that they can successfully lead and manage. Because of these shifts, the management of schools has become more difficult and fraught with difficulties. The management of an educational institution presents principals with a myriad of challenges arising from a variety of sources. To find solutions to these issues, educational institutions require leaders. This authority figure is the head of the school. A powerful leader is essential to the achievement of academic excellence in a school setting, and it is the principal's responsibility to offer this leadership. Because of this, the vital role that leadership plays in successful schools is perhaps the single most significant aspect in such institutions (Attride, 2019).

BACKGROUND OF THE STUDY

The characteristics of leadership that are possessed by a principle are used to identify the essential competencies that are expected from that principal. The leadership skills of school administrators are most useful when they are put to use in the process of

analysing problems that occur within the institution and determining solutions that are suitable for the problems that have been identified.

While this is the case, it is not uncommon for them to be asked to take on managerial or leadership responsibilities within a company or a group of people. Concerning the issue at hand, analysing problems, carrying out the decision-making process, and implementing solution strategies are actually connected to the leadership skills, in fact to the acknowledgment of the school principal's leadership behaviours. All of these activities are related to the concept of leadership. The styles of leadership that administrators demonstrate have an immediate and direct influence not just on teachers and children but also on other school workers. This is true regardless of the kind of employee they are. As a consequence of this, the job of school principal takes on a bigger importance than it would have otherwise. The educational system as it exists right now is experiencing a fundamental paradigm shift that will have substantial repercussions. According to the findings of the study, the following are two important factors that led to this paradigm shift: the expanding complexity of school environments necessitates that principals connect with their local communities. the growth of the obligations of the school principal; the range of leadership responsibilities has risen in decentralised educational systems. Communities so that they may take effective leadership roles and effectively govern (Braun, 2020).

The administration of schools has become much more challenging and fraught with challenges as a direct result of these transformations. The administration of an educational institution faces principals with a wide array of issues, which may be traced back to a number of different origins. Educational institutions need leaders in order to discover answers to the problems that have been identified. This person holds the position of principal at the educational institution. In order to attain academic greatness in a school environment, it is vital to have a forceful leader, and it is the role of the principle to provide this kind of leadership. As a result of this, the crucial function that leadership plays in prosperous educational institutions is likely the one factor that contributes the most to the success of these establishments (Bursalioglu, 2018).

PROBLEM STATEMENT

“Principals have the primary duty of ensuring that all students get an excellent education. Principals are crucial because of the particular management tasks they conduct. The principal is primarily responsible for directing the school towards its stated aims.”

The primary roles and responsibilities of a principal are defined in terms of their leadership qualities. Principals may put their leadership abilities to use in schools by evaluating issues and developing workable solutions. Because of this, individuals often find themselves performing managerial or leadership responsibilities. A school

principal's leadership qualities include the ability to analyse problems, make decisions, and implement solutions. The pupils, instructors, and support personnel of a school are all affected by the principal's leadership style. This highlights the critical role that school administrators perform and the weight of their obligations (Nunan, 2014).

RESEARCH OBJECTIVE

1. To find out challenges faced by novice principal in the school.
2. To evaluate the most important duties novice principal of school management.
3. To analyze that novice principal can motivate students in the school.
4. To find the role of principals in motivating students to learn.

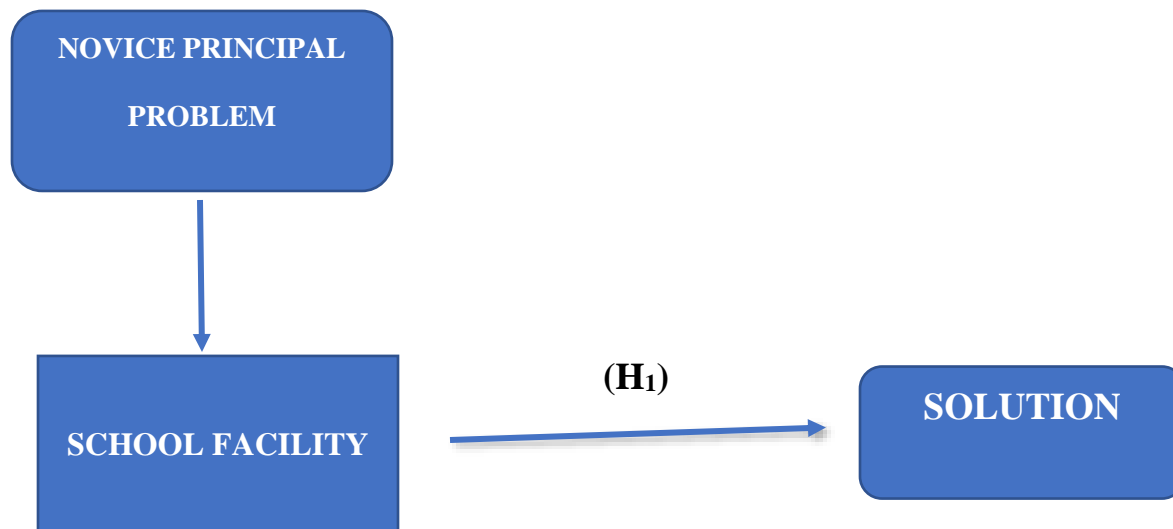
LITERATURE REVIEW

Academics from all corners of the world have been doing study on the early stages of the careers of school administrators for the better part of the fifty years that have passed since the beginning of the previous century. The conclusions of a review of the study on novice principals (NPs) concerning its current status, intellectual structure, and conceptual structure are described in this article. The review was conducted by the authors of this article. The authors of this study were responsible for carrying out the review. The purpose of this study was to conduct bibliometric and content analysis on relevant articles that were located via the use of Scopus. The findings, for the most part, addressed patterns in the production of new information in connection with school administrators in their early years of employment. Despite the fact that it has achieved substantial progress in recent years, this field of research is still in its early phases, according to what we've uncovered, despite the fact that it has made significant breakthrough in recent years. Research that are pertinent to this subject have, for the most part, focused their attention on three main areas: the preparation and development of NPs; the socialisation process that NPs go through; and the role that NPs play in the reform of schools. It has come to light that the vast majority of the relevant studies lack an adequate level of theoretical grounding. This is something that has been uncovered. In this section, we discuss how the results should be understood in light of the research that has been done before in this subject (Bush, 2019).

METHODOLOGY

As the study's primary goal was not to test hypotheses but rather to gain insight into the perspectives of principals, a qualitative research approach was adopted. To "understand the meaning individuals have formed," or how they make sense of their experiences and the world, is the goal of qualitative research. The goal of qualitative research is to provide meaningful explanations for social occurrences. The textual data was analysed using a content analysis method in this study. Finding, analysing, and reporting on recurring patterns (themes) in data is made easier by content analysis. This helps the researcher structure and explain the data in great depth. The focus of traditional content analysis is on counting how often a certain word, phrase, or subject appears in the text. Documents, such as newspaper articles or answers to open-ended questions, lend themselves well to this kind of analysis. Content analysis and coding were performed when the data gathering phase was completed. The study gathered textual data via the use of an open-ended question survey technique. There were two parts to the inquiry form. The initial set of questions sought information on the participants' demographic information, such as age, seniority, and so on. In the second part, you were given two free-response questions. Software exists to assist with the analysis of the data collected in qualitative studies. Researchers may utilise applications like Atlasti, Nvivo, Ethnography, and MaxQD in addition to the tried-and-true pen-and-paper approach for doing qualitative analysis of even the largest datasets.

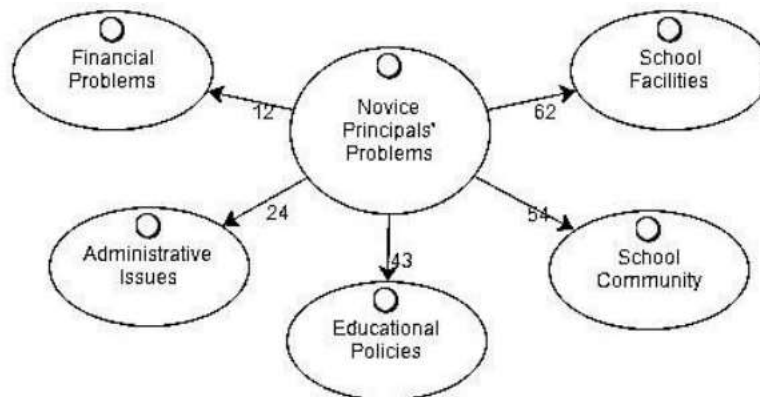
THEORETICAL FRAMEWORK



RESULT

At random, 76 educational institutions were chosen by the researchers. I next called the schools, briefed the principals about the study's goals, and inquired as to whether or not their institutions met the requirements of the study. Out of a total of 76 principals, 32 matched the study requirements, however 4 declined to participate due to a lack of time. That's why we had 28 principals sign up to be part of the research. Researchers visited schools at researchers' and administrators' prearranged times. Researchers discussed the study's goals and methods at the first consultation. Next, the principals were handed forms with open-ended questions and asked to provide as thorough a response as they could. Principals were politely asked to fill up the paperwork within a week's time. The researchers scheduled a time with the principal to return and collect the questionnaires before leaving the school. The results indicated that the age range of the school principals that participated in the survey was between 32 and 44. The average participant has been in the classroom for 11 years, and all have served as an administrator for at least three of those years.

A total of 195 unique solutions to the issues at hand were offered by the participants. It's obvious that issues with school buildings are the most prevalent source of stress for school administrators. The lack of adequate educational facilities is seen as a serious issue by 32% of respondents (n=62). The school community, which consists of students, teachers, parents, and the assistant principal, is the second challenge faced by principals. A total of 28% (n=54) of the participants' feedback came from members of the school's wider community. Lastly, issues with school policies ranked as the third most-reported difficulty. The proportion of responses linked to this issue was 22% (n=43). Although topics relating to finances received the fewest responses, those relating to administration received the most (12%, n=24). Twelve out of a hundred participants (6%) had anything to say about this. Inexperienced administrators sometimes struggle the most with school amenities. Issues in this domain also have a chilling effect on principals' ability to perform their administrative duties effectively.



CONCLUSION

Using the participants' own remarks, this research highlights the challenges faced by first-time school administrators. It is helpful to revise rules on the training of principals and shortcomings in the school system using this strategy. According to the results of a recent study, first-year school administrators face challenges such as inadequate physical facilities, strained relationships with other members of the school staff, and financial troubles. Whenever they attempt to go over these challenges, they get the impression that they are alone themselves. The most significant challenge that administrators face is that their schools have inadequate facilities. For instance, if there are not enough classrooms, sports halls, or other types of facilities, it is difficult for them to make plans. It is imperative that measures be implemented to enhance educational facilities and reduce the number of students present in each classroom.

The principal's relationship with the students, instructors, assistant principals, and parents is the second most critical challenge they face. There is a possibility that the principal may run into difficulties with these individuals. The results of Wildy's investigation make this point very clear. According to the results of this comparative research, establishing good connections with employees was shown to be a greater challenge for respondents from Turkey than it was for respondents from Australia. Because of the difficulties that previous principals have had with the people in this town, the current principle may feel isolated inside the school community while being surrounded by people during the day. The provision of professional assistance for rookie principals, the introduction of performance indicators for teachers and other employees, and the provision of applicable in-service training for principals are all potential solutions to these difficulties. Principals desire to obtain assistance from academics throughout their training, and when they are assigned to the profession, they want to confer with an experienced principle. This demonstrates that educating a principal and giving them with in-service training are highly beneficial practises to use in an educational setting.

LIMITATIONS

As it takes a lot of time, money, and effort to do quantitative research, not to mention the fact that each of these is pretty expensive, this method is unable to provide a detailed picture of exactly what customers need. The conclusions drawn from qualitative research tend to be less persuasive than those drawn from quantitative research since all qualitative information is grounded in human experience.

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