

**N IN-DEPTH LOOK AT THE PROBLEMS AND SOLUTIONS ENCOUNTERED BY FIRST-YEAR
PRINCIPALS IN THE REALM OF SCHOOL ADMINISTRATION**

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ABSTRACT

The purpose of the study is twofold: first, to compile a list of the challenges that are faced by first-year school administrators; and second, to make use of these challenges as a jumping off point in order to come up with different strategies that may be used to overcome these challenges. The design of the study drew mostly from different qualitative research approaches, and content analysis was used to examine the results of the study. On the basis of the data that was collected, the challenges that school administrators encounter have been divided up into five distinct categories. The most significant barrier consisted of the schools' deteriorating physical conditions. Following it came problems with various school stakeholders, followed by problems with education policies, then administrative problems, and eventually financial problems. Administrators at the educational institution came up with a wide selection of answers to these difficulties. Principals have suggested the following solutions to the issues that are currently confronting schools: increasing school funding, improving school facilities, developing training programmes for aspiring principals, enabling principals to earn master's degrees, and establishing formal mentoring programmes for aspiring principals.

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

INTRODUCTION

Given the importance of their role, researchers from a wide range of countries have focused on how best to choose and train school leaders. The principal has the primary responsibility for ensuring that all students get an adequate education. Experts agree that principals play a crucial role in schools because of the unique management tasks

that fall within their purview. The primary duty of the principle is to ensure that the school is being run in a way that advances the school's stated mission. In the course of their work, school administrators must work with a diverse range of people who have different perspectives and expectations. As a result, not only do principals now have a heavier workload, but the complexity of their position has also grown. This is an inevitable result that calls for a greater investment of time and energy on the part of the school principal. The core characteristics that are expected from a principal are defined with relation to the leadership talents that they possess. When school administrators utilise their leadership skills to investigate and implement suitable solutions to problems that develop within the school, everyone benefits. Therefore, they are often tasked with playing the role of team leader or corporate management. In this context, leadership abilities, namely the recognition of the school principal's leadership behaviours, are linked to the analysis of issues, the making of decisions, and the implementation of solution plans. Principals' leadership styles have an immediate and direct effect on all members of the school community, including educators. The relevance of the principal's position at a school increase as a result. The current model of education is experiencing a radical shift. Decentralised educational systems have resulted in an increase in the scope of a school principal's duties. Principals should reach out to their communities because of the increasing complexity of today's educational environments. Communities so that they may take charge and run things efficiently. These changes have made school administration more challenging and laden with new challenges. The administration of an educational institution faces principals with a multiplicity of issues emanating from a range of sources. Educational institutions need leaders who can help them address these challenges. This person holds the position of principal at the institution. Academic greatness in a school is impossible to attain without the strong leadership that is the principal's role. This highlights the fact that good leadership is perhaps the most crucial factor in a school's success (Reich, 2016).

BACKGROUND OF THE STUDY

The key competences demanded of a principal are determined by the leadership qualities the principal has. School administrators are most effective in their roles when they utilise their leadership talents to analyse issues that arise within the institution and provide appropriate solutions. While this is the case, it is not unusual for them to be requested to take on management or leadership roles inside a firm or a group of individuals. Concerning the subject at hand, assessing challenges, carrying out the decision-making process, and executing solution methods are genuinely related to the leadership abilities, in fact to the acceptance of the school principal's leadership behaviours. There is a connection between each of these actions and the idea of leadership. The leadership styles shown by administrators have an immediate and direct

impact not just on teachers and students, but also on other members of the school staff. This is true regardless of the kind of worker. This elevates the significance of the principal's role within the school community.

The current educational system is undergoing a profound paradigm change with far-reaching implications. This research found that there were two major contributors to this paradigm change. Principals must reach out to their neighbourhoods as a result of the increasing complexity of today's school settings. the expansion of the principal's role; in decentralised educational systems, principals now have a broader set of leadership duties. Communities so that they may assume authoritative positions and govern efficiently (Harmer, 2018).

As a direct consequence of these shifts, school management has become considerably more difficult and plagued with difficulties. Principals in charge of running a school have to deal with a broad variety of problems, the roots of which may be found in many places. Educational institutions require leaders in order to identify solutions to the difficulties that have been discovered. This individual serves as the institution's principal. The duty of the principal is to offer strong leadership in the classroom so that students may achieve their full academic potential (Liu, 2018).

PROBLEM STATEMENT

“Principals are primarily responsible for making sure all pupils get a high-quality education. Principals play a vital part since they perform specialised management duties. The principal's main responsibility is to steer the school in the direction of its stated goals.”

A principal's major tasks and obligations are stated in terms of their leadership ability. Principals have the opportunity to use their leadership skills in the educational setting by analysing problems and coming up with effective solutions. Because of this, they are sometimes required to take on the tasks of a manager or the leader of a team. Problem analysis, decision making, and the application of ways for addressing the issue at hand are some of the recognised leadership attributes of a school principal. In a classroom, the manner in which a principal exercises leadership is felt by all parties involved, including students, staff members, and teachers. The significance of the responsibilities that principals play in schools is brought into focus by this (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

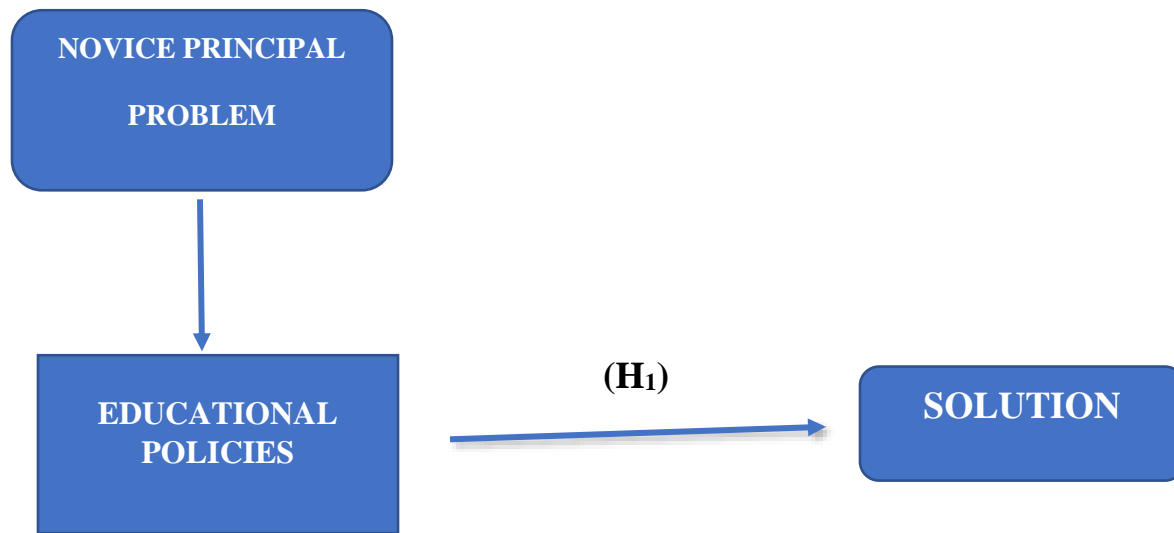
Since the turn of the last century, researchers from all over the globe have spent the better part of fifty years studying the beginnings of school administration careers. A survey of the literature on NPs is presented, together with its findings about the field's current state, intellectual structure, and conceptual framework. These writers did the review themselves. The review was conducted by the authors of this paper. The researchers in this study used Scopus to track out pertinent papers they could analyse using bibliometric and content-based methods. The majority of the results concerned regularities in the generation of new knowledge in the first few years of a school administrator's career. From what we have been able to ascertain, this area of study, despite its recent successes, is still in its infancy. The majority of studies that are relevant to this topic have concentrated on three key areas: the training and education of NPs; the socialisation of NPs; and the function of NPs in the improvement of educational institutions. It has come to light that the great majority of the relevant research lack an acceptable degree of theoretical basis. This is a fact that has just come to light. Here, we explain how these findings make sense in the context of previous studies on the same topic (Beck, 2018).

METHODOLOGY

As the study's major purpose was not to test hypotheses but rather to acquire insight into the viewpoints of principals, a qualitative research technique was employed. The purpose of qualitative research is to "grasp the meaning individuals have formed," or how people make sense of their lives and the world. The purpose of qualitative studies is to provide insightful explanations for social phenomena. In this research, content analysis was used to examine the textual material. Data topics may be easily identified, analysed, and reported thanks to content analysis. This allows the researcher to better organise and interpret the data. Traditional content analysis focuses on frequency of occurrence to determine the significance of a given word, phrase, or topic. This kind

of analysis works particularly effectively with texts like newspaper stories and responses to open-ended inquiries. After the data collection phase was complete, content analysis and coding were carried out. The research used an open-ended question survey format to collect textual data. The inquiry form was split into two sections. The first series of questions aimed to collect basic demographic data from the participants, such as their age, level of experience, and so on. The second section consisted of two open-ended questions. The data acquired in qualitative investigations may be analysed with the use of software. In addition to the tried-and-true pen and paper technique, researchers may use software such as Atlasti, Nvivo, Ethnography, and MaxQD to conduct qualitative analysis of even the biggest datasets.

THEORETICAL FRAMEWORK

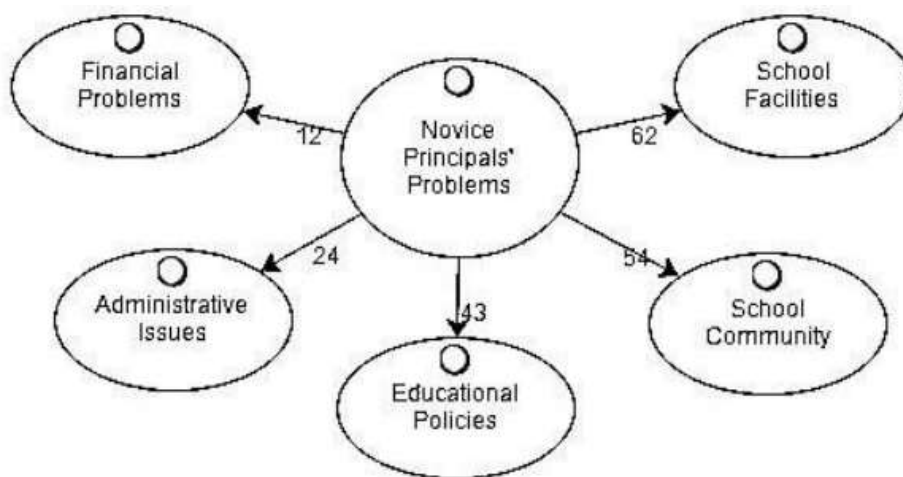


RESULT

Researchers selected 76 universities and colleges at random. I then phoned the schools, educated the principals about the research's aims, and questioned whether or not their institutions fit the standards of the study. Only 32 of the 76 principals who were eligible to participate actually did so, with 4 declining due to other commitments. This is why we were able to recruit 28 school principals to take part in the study. Researchers scheduled their visits to schools at times convenient for both them and the school's

administration. At the first meeting, researchers went over the objectives and procedures for the study. The next step was to provide forms with open-ended questions to the principals and have them respond as thoroughly as possible. The documentation was requested to be filled out by principals within a week's time. Before leaving the school, the researchers arranged a time with the principal to come back and collect the questionnaires. According to the findings, the median age of the principals who answered the poll was 42 years old. Participants had an average of 11 years of teaching experience, with at least three of those years spent in administrative roles.

Participants proposed a total of 195 original approaches to the problems at hand. It's evident that problems with school buildings are a major source of tension for school principals and superintendents. The absence of suitable educational facilities is considered a severe concern by 32% of respondents (n=62). The second difficulty principals have is dealing with the school community. This includes the kids, the instructors, the parents, and the assistant principal. The school community as a whole accounted for 28% (n=54) of the participants' responses. Third place went to problems associated with school policy. The percentage of replies relating to this topic was 22% (n=43). While financial questions got the fewest replies (n=24), administrative questions garnered the most. Only 12% (12/100) of those who participated in the survey had anything to add. When it comes to school facilities, inexperienced administrators often have the greatest trouble. Problems in this area also make it difficult for principals to carry out their administrative responsibilities.



CONCLUSION

The study shows the difficulties encountered by new school administrators via quotes from the participants themselves. This method is useful for addressing systemic flaws in education and updating regulations pertaining to principal training. Recent research found that first-year school administrators confront problems including poor physical facilities, strained relationships with other staff members, and financial difficulties. Every time they try to overcome these obstacles, they feel completely alone. The lack of sufficient infrastructure in their schools is the primary difficulty faced by principals. For instance, they may have trouble organising activities if not enough classrooms, sports arenas, or other facilities are available. There must be immediate action taken to improve classroom infrastructure and lower student enrollment. The second most important problem is maintaining positive relationships with kids, teachers, assistant administrators, and parents. The teacher in charge may have conflicts with some of these people. The findings of Wildy's study prove this assertion. This comparative study found that Turkish respondents had a more difficult time forging interpersonal bonds with their workforce than their Australian counterparts. Even if he or she is surrounded by people during the day, the current principal may feel isolated within the school community due to the issues experienced by prior principals with the people in this town. The establishment of performance measures for teachers and other personnel, as well as the provision of relevant in-service training for principals, are all viable answers to these challenges. Principals seek advice from professors throughout their education, and they want to talk to a seasoned leader in the field before beginning their first job. This illustrates that teaching a principal and supplying them with in-service training are very effective practises to apply in an educational context.

LIMITATIONS

Due to the high cost, time commitment, and resource limitations associated with doing quantitative research, this approach falls short of accurately assessing the nature of the consumer market. Since all qualitative information is based on human experience, the results formed from qualitative research tend to be less convincing than those gained from quantitative research.

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