

CHALLENGES, COPING MECHANISMS, AND SUCCESS STORIES OF NEOPHYTE PRINCIPALS: IMPACT ON SCHOOL LEADERSHIP AND MANAGEMENT

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ABSTRACT

This phenomenological research examined the challenges, coping mechanisms, and success stories experienced by neophyte principals. Key informants were 11 neophyte principals in the Schools Division of La Union and the City of San Fernando Schools Division during SY 2020-2021. Data gathered using a semi-structured interview guide was thematically analyzed. It was revealed that the respondents' most pressing challenges were: lack of resources, and difficulties in transitioning to the new school. They addressed these situations by adopting effective leadership strategies involving a mix of professional and technical skills, conceptual skills, and interpersonal skills. They succeeded in strengthening collaboration among the school stakeholders, in achieving school development and improvement goals, and in improving students' academic achievement. It was concluded that the neophyte principals develop improved leadership skills and management practices which enabled them some impressive accomplishments in their respective schools, and gained the cooperation from the teachers, parents, and other stakeholders. Based on these findings, the researcher developed a conceptual model which can be used as a guide in attaining self-efficiency in leadership and management among the neophyte principals. In addition, the researcher also crafted a two-day supportive seminar on developing proactive collaboration between the school and other stakeholders of quality education.

Keywords: - Challenges, Coping mechanisms, Neophyte principals, Phenomenological approach, School leadership and management, Success stories

1. INTRODUCTION

The school is regarded as a potent institution and is a micro-organization within a society. Its primary role is to provide education with all its ramifications to learners and act as a socializing agent of the corporation. An organizational structure is crucial to effective management. At the center, is the school principal who is multi-tasked to: organize and manage educators and learners, implement educational policy, manage the human and physical resources of the institutions.

Principalship involves a position of power, authority, influence, and decision-making in a school. Cheney, et al., (2010); and Hausiku (2015) contend that to improve learner performance in schools, the focus has to be on the principal's development and training as a leader. There is no school for principals, instead, the teaching profession itself produces leaders who aspire principalship positions. After following due processes, the leaders are appointed principals and become leaders and managers of schools. In their early years of appointment, they are called by many names like neophyte, fledgling, beginners, or novice principals (Bodger, 2011; Jeap, 2013; Harman, et al., 2013).

Moreover, if any country education departments want to improve school standards, their most important function is to get neophyte principal empowered and developed up to standard. In that way, principalship's success and failure

can be best clarified through the experiences principals face in their work situation. A principal has multiple roles in a school's overall running (Huber & West, 2002). Principals face challenges and pressures with the rising expectations from stakeholders and the schooling reforms characterized by rapid technological innovation, massive migration, and increasing economic globalization (Organization for Economic Co-operation and Development, 2001).

During their professional career, the neophyte principal continues to pass through professional growth levels to achieve professional competency in leadership and administration. Educational leadership is a profession in transition that needs a more robust preparation. Many countries have already recognized the importance of principalship and its potential to improve school and learner achievement and have introduced principals' professional training programs (Louis, et al., 2010).

Most nations are attempting to bolster neophyte principals. As of now, there are numerous advancement programs for that purpose. Also, school systems are grooming future school leaders with succession-planning programs intended to provide meaningful leadership experiences for teachers who aspire to principalship (Scott, 2009). But, despite these activities for neophyte principals, there is an indication of a dismal picture of neophyte principals who are overpowered by authority and administration challenges (Jeap, 2013).

Countries such as Finland, Singapore, Scotland, the United Kingdom (UK), and the States of America (USA) have built up their capability structures to prepare for school leadership and administration. Although leadership preparation for aspiring school leaders has a longstanding tradition in the United States (Crow et al., 2008), international attention focuses on the informal and formal ways that principals were prepared for the job. In Africa, principals rarely received appropriate support for their challenging roles. Many of them were appointed into school leadership without specific preparation and often received little support (Taole, 2013).

In the Philippines, the Guidelines on the Selection, Promotion and Designation of School Heads were promulgated under DepEd Order No. 85, s. 2003 in pursuance to RA 9155 on the basis of merit, competence, fitness and equality. To further achieve this principle of merit and fitness, and strengthen the selection process for school heads, several significant revisions were subsequently adopted. Applicants have to meet specific criteria and passed the required test before they can be selected or chosen to be in a position of leadership or become principal.

The examination serves as a mechanism to select competent school heads in the public education sector to perform their functions professionally upon assumption of duty. This will therefore show how prepared they are to take the challenges that go with the position of a principal. Based on DepEd Memo No. 132 series of 2013, this principal test is open to all aspirants for Principal 1 position and all applicants under the Reclassification of School Head Positions. The aspirants must have experienced at least five years in aggregate service as Head Teacher, Teacher-in-Charge, Master Teacher, and Teacher 3.

The principal test covers several performance domains that include school leadership, instructional leadership, ability to create a learning climate, professional human resource development, parent involvement and building communities, school management and daily operations, personal integrity and interpersonal sensitivity, English language proficiency, and reading comprehension. The DepEd always allows or gives qualified teachers a chance to apply, and specific dates are set aside for them to take the exam (DepEd, 2019).

1.2 The Problem Area

The study aimed to explore and understand the challenges, coping mechanisms, and success stories of neophyte principals in the Schools Division of La Union and the City Schools Division of San Fernando, La Union and their impact on school leadership and management as a basis in crafting support seminar/conference program for neophyte principals and stakeholders in the community.

1.3 The Research Question

What are the, challenges, coping mechanisms, and success stories of neophyte principals *in the Schools Division of La Union and in the City Schools Division of San Fernando, La Union*, as well as their impact on school leadership and management?

1.4 Assumption

This study is anchored on the assumption that neophyte principals had many success stories, faced numerous challenges, and used coping mechanisms in their various school leadership and management.

1.5 The importance of the study

The Department of Education will give more support to neophyte principals by visiting and conduct seminar/conference with them and their stakeholders. In addition, the Education Supervisors will know areas which neophyte principals are facing challenges and able to solved those challenges. The Schools Division of La Union and the City Schools Division of San Fernando, La Union will bring in stakeholders and Ngo's to seminar/conference to enable them know that their support to neophyte principals in the areas where they need support are very important to the development of their community.

The Neophyte principals will equally benefit from this study by learning from the lived experiences of the others as inputs to improved leadership and management of their own schools. The Teachers who are aspiring to become principal will equally benefit from output of this study to develop necessary skills in leadership and management of institutions. The Stakeholders and parents will know the benefit of cooperation and support that they give to neophyte principals towards achieving the goals and plan in development and growth of the community schools.

The Saint Louis College graduate school students in doctor of education, major in educational management program will equally benefit from output of this study as it will help them to know how to sustain their challenges and know necessary skills needed to develop during their studies. The students will also benefit from the study, learning in the classroom but knowing the purpose of development and growth in the school environments.

The Researchers was able to benefit from the study. It serves as their own experience and exposure to the challenges and coping mechanisms that a neophyte principal faces, enabling him to build his immunity to those challenges he has found out from others' lived experiences. This study will guide future researchers to provide them useful information that will serve as their basis to develop new ideas that will lead to another conduct of the research.

2 METHODOLOGY

This research used Phenomenology approach to qualitative research, which according to Creswell (1998) is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory and phenomenology.

The study used one –on –one interview using zoom online virtual interview in gathering pertinent data. Qualitative research gathers data in a subjective method which involves the researcher in the study. Detailed data was gathered through open ended questions that provided direct quotations. The interviewer is an integral part of the investigation in a qualitative research (Jacob, 1988). The study was conducted covering public schools in the schools Division of La Union. Overall, there are 31 neophyte principals in the entire Schools Divisions of La Union and City Schools of San Fernando La Union as of Nov 2020; 17 in elementary schools; 10 in the junior high schools; and 4 in the senior high schools. In gathering the needed data, purposive and random sampling was applied. Data saturation was reached at which no additional themes are found from the reviewing of successive data regarding a category being investigated (Ando, 2014).

The researcher conducted random selection among 31 neophyte principals to select those that will be part of the study, among the first 15 that was selected or reached out to, four was later dropped out due to they were pre-occupied with several schools' activities, and all efforts to replace them with others proof abortive because they

were all saying they are occupied with activities and program of their schools. The respondents of the study were the neophyte principals who are between one month to three years in the position as principal in the public schools in the Schools Division of La Union and City Schools Division of San Fernando, La Union. For the purpose of this study, the respondents were asked the questions: 1). As a Neophyte principal what are your three (3) best success stories in school leadership and management? 2). What are three (3) most pressing challenges in school leadership and management did you face? 3). How did you cope with such challenges that you faced? 4). How did all of these experiences affect your performance as a school leader and manager?

During the conduct of interview, it was observed that after the 11th interviewee, no new data can be sourced out. This means that saturation point was reached and that eleven (11) interviewees were adequate to carry out the goal of the study. This is parallel to the theory of saturations point. Theoretical saturation according to Galser and Strauss as cited by Ando (2014) is the point at which no additional themes are found from reviewing successive data regarding a category being investigated. This means there are no new information that can be derived from the data since information has reached the reiterative point.

3. FINDINGS AND DISCUSSION

Theme emerged were presented in relation to the questions asked during the face-to-face interviews. The thematic analysis of the participants' transcribed responses, done through intelligent transcription, revealed the challenges, coping mechanisms, and success stories of neophyte principals as well as their impact on school leadership and management. The theme was classified under two (2) most pressing challenges; the themes were on inadequate resources (funds, instructional materials, physical plant, and facilities) and difficulties in adjusting to the new school (due to accessibility problems, poor cooperation/support from the community). The theme Developed appropriate leadership practices for coping mechanisms by exercising a combination of professional/technical skills, conceptual skills (thru school development plan, time management), and interpersonal skills (establishing rapport with the community, teachers). For the best three (3) success stories included Collaboration among the school's stakeholders and Attainment of development /improvement goals of the school. The theme of school leadership and management impacts is developed Self-Efficacy, while sub-themes were; Improved capability and gain support.

The researcher formulated the conceptual Model towards Self-Efficacy in Leadership and Management among Neophyte Principals, on the generated themes from the participants' responses and significant findings of the study. The Model utilizes symbols representing live experiences of neophyte principals and highly motivated leaders and managers in their efforts and challenges. The Model epitomizes the study's very nature –**challenges, coping mechanisms, and Success stories of Neophyte principals: Impact on school leadership and management.**

This model is envisioned to guide Neophyte Principals in fulfilling their roles as the school heads in enlightening them on how to achieve more support and development. To support and develop neophyte principals towards achieving their roles as school leaders and managers for the period, they will be in those positions. There is a need to give support and cooperation to the neophyte principals represented by the Image in Figure 1. The said image represents the themes and sub-themes that were generated in the study. These include the first image of a man seen standing on the school's pathway representing the neophyte principal in the school compound or its environment, observing the situation of the work assigned as he walks on the path to the school. The next image is the neophyte principal jumping some stones signify that neophyte principal face some challenges along their way, and jumping the rock tells us that, despite the challenges, they can still cross over the obstacles and moved on to delivered or fulfilled their roles and responsibilities in the schools where they were working as a principal.

After succeeding in jumping the challenges, they moved on to coping mechanisms with the picture of neophyte principal sitting under the tree, telling us ways in which neophyte principal rest and cope with those challenges that they faced by using those skills see on the tree that look like fruits signs as coping mechanisms to overcome the difficulties.

Furthermore, after the coping mechanisms find another picture or an image of the pupils surrounded the books, this is telling us about success stories of neophyte principals along with collaborations, attainment of goals, and ultimately academic achievements of the students, we can equally see that the image show how students come together to sit around their books to learn and be a better student.

Thus, another image found beside the school building in a circle is the proposed output seminar/conference for neophyte principals. The researcher presented the seminar/conference for neophyte principals and stakeholders to support the principals' program towards those challenges they mentioned in the study.

The last image seen is a neophyte principal with a pen standing closer to the image of seminar/conference picture in a circle, telling us about the impacts that those as mentioned above had on leadership and management of the neophyte principals, which is to develop their self-efficacy.

However, neophyte principals desired to become tremendous and achieved all their plans and goals for the school; they were the leader and manager. Often, challenged by different obstacles depending on the areas or community they found themselves in, but for these neophyte principals, they faced with challenges like; Inadequate resources (funds, instructional materials, physical plant, and facilities), difficulties in adjusting to the new school (Accessibility problems, poor cooperation/support from the community). Moreover, the lack of understanding by parents and stakeholders in the community contribute to these challenges.

This emphasized that people who have a sense of self-efficacy bounce back from failures, and they plan things in terms of how to handle them rather than worrying about what can go wrong, is the belief in the mastery of one's life and the ability to meet challenges as they arise (Bandura, 1995).



Figure 1. Fadstep's Conceptual Model towards Self-Efficacy in Leadership and Management among Neophyte Principals.

3.1 Pressing Challenges Facing Neophyte Principals

When neophyte principals commence or resume their leadership positions, they will face many numerous challenges; as time goes by and they understand the multi-faceted roles and responsibilities, environment, and the people around them, they gradually tackle those challenges reduce them to minimal cases. However, the neophyte principal must ensure that the multi-faceted challenges facing their school do not hinder the efficient service delivery towards producing good quality outputs. When asked the question, the participants were the three (3) most pressing challenges in school leadership and management did you face? They have identified the challenges to be two themes: (i) Inadequate resources (funds, instructional materials, physical plant, and facilities); (ii) Difficulties in adjusting to the new school (accessibility problems, poor cooperation/ support from the community) as the overall reason that encapsulates the challenges they have faced. Furthermore, Jeap (2013), in his literature, points out that many beginner principals faced overwhelming challenges that are growing complexity in schools regarding the principal's role and associated leadership tasks, the changing societal realm and educational reform that pose serious challenges even for experienced principals in the first years of their practice. According to Republic Act 9155, chapter 4 Sec 10, Government has implemented the disbursement of necessary resources to every school within ninety (90) days from approval. Still, many neophyte Principals reported as we can see that school programs can only be implemented and function where there are adequate funds without which the principals cannot meet up their responsibilities. Although the Government is funding public schools throughout the country, sometimes there is delayed disbursement of the funds, and it is not enough.

These concur with Kivuva's (2006) findings, which agree with the view that there should match and immediately release the funds from the education sector. All school stakeholders' involvement should be given priority to ensure a useful contribution to every region area's educational needs.

3.1.1 Lack of *Instructional Materials*

Instructional materials enhance the teaching/learning procedure by showing information necessary to attain proficiency and mastery. The obtainment of basic vocational knowledge, skills, and attitudes to facilitate occupational efficiency requires skill-oriented teaching and learning activities—methods by educators. Learning activities have a lot to do with other variables, such as instructional materials, school environment variables, student factors, etc.

Instructional materials include textbooks, tasks, and supplemental resources to ease, encourage, improve, and promote teaching and learning activities (Okendu, 2012). They indicate the systematic way of designing, carrying out, and employing the whole learning process to bring out a more meaningful and practical instruction. The study corroborates Esu et al. (2004) findings, who found out that teaching aids are indispensable to effective teaching and learning activities and successful instructional delivery in schools. Hence, instructional materials are necessary to enable students to acquire better knowledge and skills.

Abolade (2009) reported in his study that most of the factory produced instructional materials for teaching art-based courses are usually very scarce to come by, and where they are within reach, they are generally very costly to buy; this could cause a lack of instructional materials to some schools and countries.

The significance of Instructional materials in any teaching/learning process cannot be overrated. Such materials enhance, facilitate, and make teaching/learning easy, lively, and concrete. Therefore, as a substance of policy implementation, the governments should regularly supply standardized instructional materials, some useful hard and software for use in schools.

3.1.2 Lack of *Physical plant and Facilities*

In education, physical Plants (also known as physical facilities) comprise lands, buildings, furniture, and other physical infrastructures, materials and complement institutional program usefulness. It includes concrete facilities in teaching spaces and ancillary offices.

The main function of educational facilities is to provide the proper school environment that is most conducive to effective teaching and learning, functional and useful educational facilities are developed, operated, and managed based on a comprehensive plan of action of the school, prepared by all stakeholders in education in the community, It shall comprise of adequate educational facility planning and design process principles to a) maximize collaboration in school planning design, b) build a proactive facility management program, and c) plan schools as neighborhood-scaled community learning centers (Gallardo, 2006).

In general, as expressed by Pont et al (2008), the Provision of instructional materials, physical plants, and facilities to the established schools, including playgrounds, sports facilities, libraries, theatre rooms, community rooms, garden art rooms, among others, were vital. The schools that lack many physical plant and essential facilities, like laboratories, libraries, electricity, computers, kitchen and dining hall, working from these borrowed facilities/premises, compromised the principals' efficiency and effectiveness, hence low performance.

To this finding, similar challenges emerged from Richardson and Mendels (2012) study. They have found out that having inadequate physical facilities and lack of resources were challenged to the school leaders and manager. Leonard and Leonard (2006) noted similar challenges.

Furthermore, Ajayi and Ayodele (2001) studies have emphasized the importance of physical facilities for all the schools. They equally stressed that these resources' availability is essential to achieving instructional delivery effectiveness and supervision in the school system. Also, they buttressed that non-availability of necessary facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library, et cetera, which is being experienced in schools today, will deprive equality and effectiveness of the teaching-learning system.

Many researchers have found out that school plant facilities impact teaching and learning in genuine ways. Yet government policymakers often ignore the impact facilities can play in enhance developments for both teachers and learners, while improving facilities comes at a financial cost, the benefits of such involvements often outperform the early fiscal fees. Thus, policymakers should concentrate greater attention on the impacts of facilities and adopt a long-term cost-benefit perspective on efforts to improve school facilities (Jones, et al, 2007).

3.1.3 Difficulties in adjusting to the new school (accessibility problems, poor cooperation/ support from the community)

Many Neophyte principals faced so many challenges of adjusting to the new school environment where they intended to work. The principal must improvise ways to ensure that they change to their new school that they were posted and made their facilities and materials are shared and optimally utilized. However, many principals confront challenges of accessibility, poor cooperation, and support from the community because they were new. The community never knows what the neophyte principals can offer to the community. In such cases, the principals are expected to cope with challenges facing them in their new schools in the shortest possible time.

Accessibility Problems

Accessibility is the concept of whether everyone can use a product or usefulness of service that all can get access to it. However, neophyte principals encounter accessibility problems along far distances. The wrong road to their schools is the neophyte principals' challenges on their way to get easy access to their schools and perform as expected of them without many challenges. According to the Department of Education New York City (DoE), one way they solved their accessibility schools' problems for the principals and their students is that they fully or partially make the school building accessible for them. An individual with or without mobility can have easy access to enter the school compound, so all relevant services, including transportation and accommodation, were made available for them. Even for principals that may want to relocate to the school premises, housing was made available for them (Abolade, 2009).

This was supported by a study done by Dawson and Rakes (2003) in their work. The research underscores the accessibility problems encountered by many principals to enable them to get easy access to their various schools that they were posted; facing these challenges, the neophyte principals and entire schools could not do much to help; instead, they find an alternative to solved such problems; they adopt the style of staying in the schools' premises for the period of a week and returned back home weekends. This sacrifice is for them to be able to succeed in their goals and development as a way to help the entire school.

Poor Support from the Community

These statements show the community's challenges towards poor support that neophyte principal find themselves discharging their duties. These responses point out that neophyte principals need more generous help and cooperation from the entire school and community to function and achieve their goals. In related issue concerns a lack of support, many neophyte principals do not feel supported by the community because the community thought it is the responsibility of the education system at the state or district level to give adequate support to the neophyte principals. The majority view is that a school division office exists to provide the principals with the proper backing without knowing they should contribute their quota to support the school life and leadership challenges.

Richardson and Mendels (2012) stated in their study that many stakeholders and some teachers might not want to support or cooperate with new principal ideal or development that is trying to introduce into the school community, known fully well it may not yield good fruits to the community as a whole. It is not surprising to them that stakeholders and teachers would show some degree of resistance to support changes in the ideal of their new principal developmental goals practices as technology integration requires teachers and parents to modify what they have been doing for years. Yet, it is still possible for teachers, parents, and stakeholders to accept the new ideas if they see the school heads' pa-tience and perseverance.

Bottom and Schmidt-Davis (2010) stated and argued that for the community to hold principals accountable for improved school and classroom practices and teaching-learning, they have provided principals with the necessary tools to succeed. The emphasis that the community and location that the neophyte principal was posted must accept principals fully but not leave them to fend for themselves if they want to hold them accountable.

Furthermore, the failure to prepare beginner principals in school leadership and management will weaken the power of accountability vested in the principal-ship post. Without blame, it would be difficult for school principals to improve the entire school's performance with the possibility to collapse the whole education system. Therefore, the community, stakeholders, and teachers must support and give adequate assistance to the schools' neophyte principals to improve the development and growth of the school activities.

3.2. Coping Mechanisms Employed by Neophyte Principals to overcome the Challenges

Every principal needs to develop appropriate leadership traits by exercising a combination of professional/technical skills, conceptual skills, and interpersonal skills within and outside the community they are living in. Part of what leaders need to develop is that of the school development plan; schools need a systematic approach to planning to deal with complexity and change. They need a process for integrating all their planning activities into the coherent structure of an overall plan. School Development Planning is that process.

3.2.1 Thru School development plan

School improvement planning is an ongoing process that helps schools as complex communities to meet the dual challenge of strengthening quality and managing change. It is also a process undertaken by the school community to give direction to the school's work is to ensure that all pupils receive a quality education in terms of holistic development and academic achievement. The process is based on:

- 1) The quality of a school's instruction provision is the product of a complex interaction of factors that must be planned in a coordinated manner;
- 2) As education is a partnership initiative, quality planning should involve input from all the school community partners; and
- 3) The quality of a school's instruction provision is grounded in the principal and teaching staff's expertise and commitment.

The principal coping mechanisms involved them in getting their plan ready, as was a project without been distracted. The entire community and school will benefit from such a program when the leaders did not deviate from such a school plan. These purposes and concerns are stipulated under the Republic Act No. 9155, known as Governance of Basic Education Act of 2001. This policy aims to strengthen School-Based Management (SBM) by further devolving the governance of education to schools, empowering school teams and personnel, expanding community participation and involvement, and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process. Furthermore, the reports found in <http://edu.gov.on.ca/document/reports/> mentioned, "Together we can effectively make the changes needed to improve our plan" This involved coming together to form action teams; setting goals; setting performance targets; defining our focus, and developing strategies through school development plan in our community.

3.2.2 Time Management

Time management is one of the coping mechanisms that neophyte principals used to solve part of the challenges they faced; time is the most valuable asset available to people and organizations. Time is so essential that managing it is often considered to be very important. According to Kayode and Ayodele (2015), time management means the maximum use of time for productivity and achievement is concerned with the power of work schedules with advanced planning, organization, and enactment to achieve the aims and objectives of their organizations. Similarly, one of the reasons neophyte principals cope is that they utilized their time very well, and they adopt early rise to start their journey. More so, according to Slater et al. (2008), many novice principals were overwhelmed with the workload demands- particularly, paperwork and time management that create tension and stress, especially for school leaders with family obligations and children (Woodruff & Kowalski, 2010).

Practically, many responsibilities of neophyte principals are surrounded by time management, and they need to do something based on time given to them by the authority that assigned them to that such school. Time indeed is significant for them to execute their plan and goals for such institutions. "Time is money, and it will pay off in a long time; all desired outcomes cost time and efforts to achieve it (Kotter, 2012).

3.2.3 Establishing rapport with the community and teachers

Aside from a seeming lack of time, another coping mechanism adopted by neophyte principals is to use their interpersonal skills to "build rapport with the entire community and teachers" that what principals need to succeed.

Today, in a global society where timely information is critical, interpersonal skills and collaboration are inevitable. This applies to principals who, like teachers, cannot effectively manage the multiple demands required of them without working collaboratively. "Strong establishing rapport and collaborative relationships with the teachers

and community will be oriented to improvement appears to be a necessary requisite for quality teaching” (Day, 2011).

Leaders contribute to building interpersonal skills in their schools by being skilled conveners of (collaboration). They nurture mutual understanding and trust among those involved in collaborating, ensure the shared determination of group processes and outcomes, help develop clarity about goals and roles for collaboration, encourage willingness to compromise among collaborators, and provide adequate and consistent resources in support of collaborative work. This finding supported Mulford (2013) when he said it essential to build a good relationship and cooperation with your community's people.

The more excellent the rapport with neophyte principals, teachers, and stakeholders, the more support and trust they will have in working with the district. As trust is built, better support and partnership will be available to the neophyte principal for effective development.

Furthermore, this finding is aligned with that of Covey (2015), which implies that we need to work well with people and establish rapport to gain their trust and support them. The fellowship is essential, and it means a sense of having a connection with the person. Rapport will help and facilitate how the leaders manage their feelings towards the community people and how they behave with their teachers. Unless the community feels a sense of rapport with the neophyte principal, they will be unlikely to work well with them.

3.3. Success Stories of Neophyte Principals in Leadership and Management

School achievement is a team effort at all levels; school heads are under tremendous pressure to ascertain their contribution to school improvement, showing their success in the school leadership looks like in a variety of contexts. School leaders have a pivotal role in setting direction, creating a positive school culture, and supporting and enhancing staff inspiration and commitment needed to foster improvement and promote schools' success in challenging circumstances.

The responsibility of improving performance in our schools' rests with the leadership and management strategies embedded within the principal's competency and knowledge. The principal is the school's pioneer and has been delegated the authority by the DepEd to manage all the activities in the school (<https://philippinesbasiceducation.us/>).

3.3.1 Collaboration among the school's stakeholders

If any organizations or institutions want to grow or develop, they need collaborations among their community and workers to succeed. Collaborative work relations arise not from administrative constraint or compulsion but the perceived value and understanding among participants that working together is productive. One of the best ways to relate and organize a powerful bond is to go to the people who count most and meet them on their turf. A series of community walks are an excellent way to start. As Neophyte principals collaborate with their teachers, parents, and stakeholders by bringing in some local companies onboard and go and knock on people's doors, to visit local firms and elder homes and relate with them. Try the same approach with groups of learners. This time let the pupils communicate what they hope and wish for their school and encourage them to ask for mentoring and support.

Stakeholder involvement means working with you and people using the resources as they are and helping them to work together to comprehend agreed ends and goals (Bartle, 2007). A skilled leader and manager look for ways in which each individual's interests and ability can contribute to the good of the whole school.

3.3.2 Attainment of development /improvement goals of their school

In the school setting, to achieve development, school leaders must capture the attention, communicate with, and create a cohesive environment to accomplish this goal. The helpful organization, positive team management skills, and collaborative leadership skills will help create an atmosphere that may unite schoolteachers. Sharing a vision can make a big union in a school, and along with this unification comes the fulfillment of an invention owned by a school.

This is a roadmap that lays down specific interventions with the help of the district and other stakeholders in the community, the school will undertake within a period of three or five straight academic years. The enactment of development activities integral to it is in the school, such as strategies under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report

Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the learner's point of view as the starting point. Eventually, it is envisioned to help schools reach the goal of providing access to quality education.

Leithwood et al. (2006) found that "A small handful of personal traits explains a high proportion of the variation in leader effectiveness. While school leaders may vary in their attributes and employment of capabilities, there is an agreement that successful leadership is dependent on the ability to integrate and employ various characteristics and skills in the face of different tasks and contexts.

These findings and implications are aligned with several researchers' results on the achievements of the new principals. Louis et al. (2010), for one, explains that the success of leaders and manager begins with the development of a school-wide vision of commitment to high standards and the success of the entire community, but work collaboratively, giving each other help and guidance to improve instructional practices with students, teachers, and stakeholders.

3.3.3 Academic achievements of the students

Principals are often seen as the primary cause of change to improve student achievement in their schools and are usually held accountable for these improvements. Yet, the Principal's role is complex, and there are many ways that principals might potentially influence classroom instruction and student learning.

But given the complex role expectations for principals, the question is, of all their responsibilities, what matters most for improving student achievement? Is for a curriculum to be effectively implemented, quality teaching and learning should take place. A curriculum includes a course of subjects and co-curriculum activities that must be covered by the learners to develop them mentally, physically, and morally. The Principal's role in ensuring effective curriculum delivery is to provide the required resources for the teaching and learning process and carry out instructional supervision (Julie, 2005).

These statements imply that all the neophyte principals give special attention to their students' academic performance and achievements, making it their priority to make sure they achieved the purpose of why schools exist.

This finding is almost the same as the study of Considine and Zappala (2002), which mentioned in his article that children learning outcome and educational performance or academic achievements are strongly affected by the principals, teachers, and standard type of educational institution in which students get their education. The school's educational environment sets the parameters of students' learning outcomes and academic achievements. He further mentioned that principals' and teachers' expectations from their students also positively influence students' academic performance. Similar results were found with the work of Kwesiga (2002), which found out academic achievements of the students were based on principal and teacher ability to provide a learning environment that makes effective teaching and maximal learning possible, which focus on pupil/student assessment, techniques/methods of teaching the pupils.

4. CONCLUSIONS

The neophyte principals experienced pressing challenges which they were able to overcome by applying specific coping mechanisms. Despite their challenges, the neophyte principals succeeded in enhancing the collaboration among the school's stakeholders. The attainment of the schools' development /improvement goals and improving the academic achievements of the students. The model crafted from the themes was useful in guiding the formulation of the research output, aiming to provide adequate support for neophyte principals and their stakeholders.

5. RECOMMENDATIONS

School leaders should find ways and means to established strong partnership with the local government units, private institutions/organizations, or with non-organizations to address the challenges of inadequate resources, physical plan and facilities, and get their support towards the development of the school.

The neophyte principals should form or have a small peer group support where they can be encouraging or share their developments among themselves. Education policy maker should organize or consider providing capacity building opportunities tailored at equipping neophyte principals and stakeholders together to build supportive programs in their schools and communities.

School Division office through the education program supervisors in the division level should look into the propose seminar workshop to capacitate neophyte principals and stakeholders that involved in supporting the school development.

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