Afak Ilmia Journal ISSN: 1112-9336
Volume: / 18 Number: 02 Year 2026 p 515 - 537

Received: 10/04/2026 Accepted: 11/11/2026
Published:16/11/2026

The role of school administration in reducing certain school problems among secondary school pupils

دور الإدارة المدرسية في التقليل من بعض المشكلات المدرسية لدى تلاميذ التعليم الثانوي

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Abstract:

This study aimed to identify the role of school administration in reducing some common school problems among secondary school pupils in the state of Jijel, represented as: tardiness, bullying, and absenteeism. A descriptive analytical approach was adopted, referring to primary secondary sources and designing a questionnaire consisting of 30 statements covering the study variables. The study sample consisted of 30 administrators.

The study reached a set of results, the most important of which are:

- School administration contributes to a significant reduction in the problem of academic delay.
- School administration contributes to a significant reduction in the problem of school bullying.
- School administration contributes to a significant reduction in the problem of school absenteeism.

Keywords: School administration, School problems, Secondary education.

الملخص:

هدفت هذه الدراسة إلى تبيان دور الإدارة المدرسية في التقليل من بعض المشكلات المدرسية الشائعة لدى تلاميذ التعليم الثانوي في ولاية جيجل، والمتمثلة في: التأخر، التنمر، والتغيب. ولقد تم الاعتماد على المنهج الوصفي التحليلي من خلال استخدام أداة استبيان مكوّنة من 30 بندا تشمل متغيرات الدراسة على عينة قوامها 30 مديرًا/ مديرة.

توصلت الدراسة إلى جملة من النتائج من أبرزها:

- تسهم الإدارة المدرسية في تقليل قضية التأخر الدراسي بشكل ملحوظ.
- تسهم الإدارة المدرسية في تقليل ظاهرة التنمر المدرسي بشكل ملحوظ.
- تسهم الإدارة المدرسية في تقليل مشكلة التغيب المدرسي بشكل ملحوظ.

الكلمات المفتاحية: الإدارة المدرسية، المشكلات المدرسية، التعليم الثانوي.

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1. INTRODUCTION

School life has witnessed profound transformations imposed by the transformations that geared the educational field in general, whether in terms of goals and objectives, as is the case in modern educational reform, or in its scientific motive, as it has become necessary for the school to integrate into the socio-cultural environment and work to develop the individual in terms of his personality and intellectual practices, where he is able to deal with the variables of reality It has the ability to confront the challenges of society that have become widespread in the school environment faced by secondary school pupils, which is considered one of the most important educational stages that pupils go through, as it coincides with the adolescence stage, where they go through a state of imbalance and the emergence of some school problems that are known as

"A set of academic, behavioral, and social difficulties that prevent the student's academic achievement and prevent his social compatibility with his classmates and other school systems"[1]

There are many problems that may prevent the smooth running of the educational process. Some of them are related to pupils, such as academic delay, frequent absences, and school bullying. Some of them are related to the educational staff, such as poor communication between teachers, internal conflicts, or poor professional performance. We also find problems of an administrative and organizational nature, such as the lack of pedagogical means and ineffective management of resources, or weak relationship with parents and the local community. These problems vary and differ from one institution to another, and this is what attracts the attention of the school administration, which is considered the first responsible for creating a safe and effective educational environment. The latter can be defined as "the outcome of the processes by which the material and human capabilities are placed for the purpose of achieving work objectives, and the administration performs its function by influencing the behavior of individuals[2]

School administration also plays an important role in building cooperative relationships in various parts inside and outside the school with pupils, parents, the local community, and guidance and inspection services through its ability to plan, organize, evaluate, and make appropriate decisions. It can intervene effectively to solve problems or at least reduce their severity. However, this role is not without challenges, as the administration may face obstacles related to weak training, weak tasks, Lack of resources or lack of institutional support makes ignoring them in dealing with problems dependent on a number

of factors. Based on this presentation, we can raise the following problem:

To what extent does school administration contribute to reducing some school problems?

A set of sub-questions branches out from this problem, which are:

- Does school administration contribute to reducing the problem of academic delay to a high degree?
- Does school administration contribute to reducing the problem of school bullying to a high degree?
- Does school administration contribute significantly to reducing the problem of school absence?

1. Study hypotheses:

- School administration contributes greatly to reducing the problem of academic delay.
- School administration contributes significantly to reducing the problem of school bullying.
- School administration contributes to reducing the problem of school absence to a high degree.

2. Objectives of the Study:

- Knowing the most important ways to activate the role of school administration in solving problems.
- Providing recommendations to school administration to enhance skills in dealing with crises and classroom situations.
- Analyzing the types of school problems facing pupils and teachers, such as behavioral, academic, administrative problems...etc.
- Defining the role of school administration in addressing common problems in the educational environment.

3. Importance of the study:

The importance of the study is demonstrated by:

- Knowing the educational role of the school, as the school administration is a leadership that must work to build the generation in a sound manner, far from mistakes and problems.
- Providing feedback to school administration to help develop its problem-solving performance. This study may benefit:
- School principals in general.
- Those responsible for monitoring the performance practices of secondary school principals in the Ministry of Education and Higher Education.
- Investigating the role played by school administration in solving its problems.

4. Study terms:

- **School administration:** "It is a system with objectives that are achieved through proper planning of work through distribution or coordination and follow-up of implementation. Then, in addition to using incentives, the administration uses incentives to stimulate motivation and make the responsibilities of the organization integrated and interactive within a collective framework in which the spirit of cooperation prevails, and is carried out through human relations." [3]

It is known procedurally: School administration is not just what the school principal does, but includes all school employees and the efforts they make in developing plans and schemes, setting goals, implementation, monitoring, evaluation, and methods used in implementing the curriculum, and strengthening the relationship between the school and the community.

- **School problems:** "It is a situation in which the student's abilities are unable to address them effectively, which hinders his social performance and limits his academic compatibility."[4]

Procedurally, they are defined as: situations or difficulties that arise within the school as a result of a defect or deficiency in organizational or administrative procedures, such as aggression, bullying, cheating in exams, academic delay, etc., which require administrative or organizational intervention to resolve them.

- **Secondary education stage**: "Secondary education is an integral part of the educational system and is the main link separating the educational system and training, as it occupies its position between intermediate education, which receives a huge number of students, in addition to vocational training on the one hand, On the other hand, between higher education, which constitutes the only source for students about to pursue university studies, and the world of distance work, secondary education lasts three years and coincides with a critical period, which is adolescence and the changes that accompany it in the psychological and physical structure."[5]

Procedurally, it is defined as the stage following basic education. It works to provide pupils with the necessary skills and knowledge to complete university education and integrate into the labor market. Its duration is 3 years. It is concerned with discovering students' preparations and inclinations, enabling them to reach a higher level of knowledge and skill, and preparing them for practical and productive life.

5. Fieldwork and methodological procedures:

1.5.Methods:

In order to achieve the objectives of the study, a descriptive analytical approach was chosen, which is defined as a research method that deals with existing events, phenomena, and practices that are available for study and measurement as they are; without the researcher interfering in their course. The

researcher can interact with them, describe them, and analyze them. The current study aims to identify the role of school administration in reducing some school problems among secondary school pupils.

2.5. Sample:

The study sample consisted of a group of educational administrators in the city of Jijel, selected randomly from the study population, consisting of 30 administrators.

3.5.Study tool:

The questionnaire was prepared after reviewing educational literature and previous studies related to the topic, as well as reviewing some questionnaire models used in previous studies. The questionnaire, in its initial and final forms, consists of 30 items distributed across three main themes:

- Academic delay, comprising 10 items;
- School bullying, comprising 10 items;
- School absenteeism, comprising 10 items. The response options were based on a three-point Likert scale.

4.5.Psychometric characteristics of the questionnaire:

✓ **Validity of the questionnaire**:

✓ the validity of the questionnaire was verified in two ways:

Validity of the arbitrators:

To verify the validity of the questionnaire, it was presented in its initial form to a group of five professors of psychology and education at the University of Jijel, to verify the clarity of the items and their relevance to the areas to be measured. Some paragraphs were modified, reworded, and clarified to make the tool ready for exploratory testing on the study sample, which consisted of 30 administrators from secondary education.

Internal consistency reliability:

The validity of the tool was calculated by calculating the internal consistency of the items, using Pearson's coefficient to calculate the correlation coefficient between each item and the tool. The results showed high correlation coefficients ranging between 0.62 and 0.94, and the tool was therefore approved for the study.

✓ **Questionnaire reliability:**

The reliability of the questionnaire was verified in two ways.

-The split-half coefficient method, where the questionnaire items were divided into two halves, odd-numbered items and even-numbered items, so that each section became independent, and the correlation coefficient between the two halves was calculated using Pearson's equation, which was (0.77). Then, the Spearman-Brown equation was applied, and it was found that the stability coefficient of the questionnaire was 0.95.

-Cronbach's alpha method, where the stability of the questionnaire was verified using this method because it gives the minimum stability coefficient for the questionnaire, so that it does not need to be reapplied. The Cronbach's alpha coefficient was found to be 0.81, which is a good coefficient confirming the stability of the questionnaire.

✓ **Limitation of the study:**

- Geographical scope: The study was conducted in several secondary schools in the city of Jijel.
- Temporal scope: Fieldwork was carried out at the end of April 2025.

- Human domain: The study involved a sample of 30 secondary school administrators of various ranks during the 2024-2025 school years.

6. Statistical methods:

After collection, the data were processed and analyzed using the following statistical techniques:

- Repeats and percentages: used to calculate the number of sample members.
- Pearson correlation coefficient: used to calculate the stability of the study tool.
- Spearman-Brown equation: used to calculate the stability of the study instrument.
- Arithmetic mean and standard deviation.

7. Presentation of hypothesis results:

7.1.Presenting the results of the first hypothesis:

Table 1: Results Pertaining to the First Hypothesis

Item Number	Item Rank	Statement	Mean	Standard Deviation	Degree
1	3	Assisting students in developing plans and programs to improve their academic level	2.867	0.434	High
2	8	Scheduling individual support sessions for academically delayed learners	2.400	0.724	High

3	7	Involving parents of academically delayed students	2.567	0.728	High
4	4	Utilizing the expertise of psychologists and participating in aiding academically delayed students	2.867	0.434	High
5	2	Involving the school guidance counselor to address academic delay issues	2.900	0.403	High
6	6	Issuing instructions on the necessity of activating pedagogical support for those in need	2.667	0.606	High
7	10	Depriving the learner of certain recreational activities if no	1.867	0.899	Medium

		improvement is shown			
8	5	The administration strives to integrate the delayed student through support and educational programs	2.700	0.536	High
9	1	Encouraging academically delayed students to improve their levels through motivation and support	2.933	0.253	High
10	9	Imposing disciplinary measures on students who are indifferent to their academic performance	2.267	0.944	High

Source: Compiled by the researcher

Overall Degree: Mean = 2.30; Standard Deviation = 0.62; High

Table1 presents the arithmetic means, standard deviations, and degree classifications for administrators and educators across each item in this dimension. The table reveals that items (9, 1, and 5) exhibited the highest and most convergent means,

ranked as follows: (2.933, 2.900, and 2.867), with corresponding standard deviations of (0.253, 0.403, and 0.434)all classified as high. These pertain to encouraging academically delayed students to enhance their levels through motivation and support; involving the school guidance counselor to address academic delay; and assisting students in formulating plans and programs to improve their academic performance.

Similarly, items (4, 8, and 6) showed high and convergent means, ranked as (2.867, 2.700, and 2.667), with standard deviations of (0.434, 0.536, and 0.606)all high degrees. These reflect utilizing psychologists' expertise and participation in aiding delayed students; the administration's efforts to integrate delayed students via support and educational programs; and issuing directives to activate pedagogical support for those requiring it.

Items (10, 2, and 3) also displayed elevated means, ranked as (2.267, 2.400, and 2.567), with standard deviations of (0.944, 0.724, and 0.728)all high. These indicate involving parents of academically delayed students; scheduling individual support sessions for delayed learners; and imposing disciplinary measures on students indifferent to their academic performance.

In contrast, item 7 yielded a medium mean of (1.867) and a standard deviation of (0.899), referring to depriving learners of certain recreational activities if no improvement is demonstrated.

7.2. Results for the Second Hypothesis

The hypothesis states: "School administration contributes to reducing school bullying to a high degree."

Table 2: Results Pertaining to the Second Hypothesis

Item No	Item Rank	Statement	Mean	Standard Deviation	Degree
1	4	Issuing a verbal	2.90	0.403	High

		warning to a student bullying peers	0		
2	1	Scheduling awareness sessions on the dangers of school bullying	2.967	0.183	High
3	5	Involving parents in curbing bullying behavior	2.900	0.403	High
4	2	Engaging psychologists in developing plans to mitigate bullying	2.933	0.254	High
5	7	Implementing disciplinary measures against the bully based on act severity	2.867	0.346	High
6	9	Providing psychological support to students victimized by bullying	2.833	0.461	High
7	10	Depriving the bully of certain activities as a deterrent measure	2.567	0.728	High
8	6	Instructing teachers on the need to advise students engaging in bullying	2.900	0.403	High
9	3	Promoting a culture of tolerance and acceptance of others among students	2.933	0.253	High

10	8	Imposing deterrent penalties to reduce school bullying	2.867	0.346	High

Source: Compiled by the researcher

Overall Degree: Mean = 2.86; Standard Deviation = 0.57; High

Table 2 displays the arithmetic means, standard deviations, and degree classifications for educational administrators in this dimension. Items (2, 4, and 9) showed the highest and most convergent means, ranked as (2.967, 2.933, and 2.933), with standard deviations of (0.183, 0.254, and 0.253)all high. These pertain to scheduling awareness sessions on bullying dangers; engaging psychologists in anti-bullying plans; and promoting tolerance and acceptance.

Items (1, 3, and 8) exhibited equally high means of (2.900) each, with standard deviations of (0.403)all highreferring to verbal warnings for bullies; parental involvement in curbing behavior; and instructing teachers to advise bullying students.

Items (5, 10, 6, and 7) yielded high convergent means, ranked as (2.867, 2.867, 2.833, and 2.567), with standard deviations of (0.346, 0.346, 0.461, and 0.728)all high degree. These indicate disciplinary measures by severity; deterrent penalties; psychological support for victims; and depriving bullies of activities.

7.3. Results for the Third Hypothesis

The hypothesis states: "School administration contributes to reducing school absenteeism to a high degree."

Table 3: Results Pertaining to the Third Hypothesis

Item No.	Item Rank	Statement	Mean	Standard Deviation	Degree
1	8	Issuing verbal reminders to frequently absent students	2.733	0.640	High

2	6	Recording repeated absences and notifying educational authorities	2.933	0.254	High
3	1	Summoning parents to identify absence causes	3.000	0.000	High
4	2	Issuing written notices for repeated unjustified absences	2.967	0.183	High
5	7	Involving the guidance counselor in addressing absence causes	2.833	0.461	High
6	3	Implementing administrative measures for unjustified absences	2.967	0.186	High
7	10	Depriving absent students of certain privileges due to frequent absences	2.600	0.621	High
8	4	Encouraging student attendance through motivation	2.967	0.183	High
9	9	Gradually	2.600	0.621	High

		reintegrating absent students upon return			
10	5	Directing teachers to raise student awareness of absenteeism's impact on achievement	2.900	0.305	High

Source: Compiled by the researcher

Overall Degree: Mean = 2.84; Standard Deviation = 0.32; High

Table 3 presents the arithmetic means, standard deviations, and degree classifications for administrators and educators in this dimension. Items (8, 6, 4, and 3) showed the highest convergent means, ranked as (2.967, 2.967, 2.967, and 3.000), with standard deviations of (0.183, 0.186, 0.183, and 0.000)all high. These refer to summoning parents for absence causes; written notices for unjustified absences; administrative measures; and motivational encouragement for attendance.

Items (10, 2, and 5) exhibited high means, ranked as (2.900, 2.933, and 2.833), with standard deviations of (0.305, 0.254, and 0.461) all high indicating directing teachers

on absenteeism's academic impact; recording and reporting absences; and involving guidance counselors.

Items (7, 9, and 1) yielded high convergent means, ranked as (2.600, 2.600, and 2.733), with standard deviations of (0.621, 0.621, and 0.640) all high pertaining to depriving privileges; gradual reintegration; and verbal reminders.

8. Discussion of Hypothesis Results

8.1. Discussion and Interpretation of First Hypothesis Results:

The content of the first hypothesis indicates that "school administration contributes to reducing academic delay to a high degree."

Relying on the results obtained in Table 1 associated with the first hypothesis, it is evident that sample members emphasize the necessity of providing urgent solutions to reduce the problem of academic delay, where the arithmetic mean of the administration's contribution reached (2.30) a high degree that confirms the administration's provision of substantial efforts to confront this problem, which has become widespread in the primary school environment.

Turning to the analysis of items related to the administration's contribution in addressing academic delay, we observe that the strongest responses centered on the continuous encouragement received by students from the administration to improve their levels consistently, utilizing various methods of support and reinforcement. This is supported by near-permanent assistance from the school guidance counselor, who serves as the pulsating heart of the institution, being specialized in treating various psychological, behavioral, and educational problems in the school. The counselor assists the administration in formulating plans and measures that help improve the levels of students exhibiting academic delay.

In the same vein, statements related to benefiting from psychologists' expertise, integrating the delayed student through support programs, and the necessity of activating their pedagogical role also yielded high arithmetic means. This allows us to assert that modern schools leverage psychologists' expertise in dealing with all circumstances in the school environment, as they work to improve students' emotional and behavioral aspects, thereby enhancing their learning motivation and academic achievement. This does not overlook the

administration's efforts to allocate weekly support sessions for academically delayed students, focusing on each case individually to identify strengths and weaknesses.

Following the same pattern, the remaining items exhibited high arithmetic means, indicating the involvement of parents of academically delayed students, scheduling individual sessions for each student, and imposing measures against those indifferent to improving their level, including depriving them of various trips and recreational activities. All of this aims to regulate the process of addressing them, making it essential and obligatory for every academically delayed student, enabling the administration to achieve good results in various academic tests and avoid cases of expulsion from school or grade repetition.

From the foregoing and referring to the overall degree of the dimension related to school administration's contribution to reducing academic delay, we observe that the hypothesis was confirmed.

8.2. Discussion and Interpretation of the second Hypothesis Results:

The second hypothesis suggests that "school administration contributes significantly to reducing the problem of school bullying."

Based on the results obtained in Table 2 related to the second hypothesis, it is clear that the sample group believes that urgent solutions are needed to reduce the problem of school bullying, with the average score for the administration's contribution to this being 2.86, which is a high score that confirms the administration's keenness to address this problem due to its negative consequences that hinder the smooth running of the school and lower the level of student achievement.

Moving on to the analysis of the items related to the administration's contribution to reducing the problem of

bullying, we find that the highest arithmetic means were around the importance of awareness programs on the dangers of bullying, as it leaves negative psychological effects on those who have been bullied, thereby weakening their achievement, as well as the statement regarding the involvement of psychologists in developing strategies and plans to reduce bullying, which teachers and supervisors can implement, as well as the phrase promoting a culture of tolerance among students, strengthening and consolidating relationships between them, and making them more humane.

The rest of the statements followed suit, with high arithmetic means, indicating that warnings should be issued to every bully so that bullying rates do not rise and are not emulated, in addition to the need for parents and teachers to participate in reducing bullying and imposing penalties on every student who bullies, as they are active participants in the educational process and the role they play cannot be ignored they play. Finally, the administration is keen to ensure that victims of bullying are taken care of, if any.

Based on the above and referring to the overall score for the axis related to the school administration's contribution to reducing the problem of school bullying, we note that the hypothesis has been verified.

9. Discussion and interpretation of the results of the third hypothesis:

The third hypothesis states: "School administration contributes to reducing the problem of school absenteeism to a high degree."

Based on the results obtained in Table 3 related to the third hypothesis, it is clear that the sample individuals are working on the need to provide urgent solutions to reduce the problem of school absenteeism, as the arithmetic mean of the

degree of management contribution to this reached (2,84), which is a high score that confirms the administration's efforts to address this problem, which contributes to the low level of student achievement due to their inability to absorb important lessons in their academic course and, consequently, high school failure rates

Moving on to the analysis of items related to the administration's contribution to reducing the problem of school absenteeism, we find that the highest arithmetic means were related to summoning the guardian of the absent student to find out the reason for the absence and to work to avoid repeated absences without a clear and acceptable justification, where the administration tends to issue a written warning and take administrative measures that may result in the student's immediate expulsion or referral to another institution.

We also note that the rest of the items had high averages and indicate that students are encouraged to attend classes regularly, as repeated absences make them vulnerable to exclusion, failure, and administrative penalties. This shows the effective role of the administration in ensuring the smooth running of classes and setting a suitable schedule for all groups, enabling them to attend regularly and increase their motivation to learn.

Based on the above and referring to the overall score for the axis related to the school administration's contribution to reducing the problem of school absenteeism, we note that the hypothesis has been confirmed.

10.Conclusion:

In light of what has been discussed in this study, it is clear that school administration plays a pivotal role in shaping an effective educational environment and reducing the severity of problems that may hinder the educational process within the

school. School administration is no longer limited to performing routine administrative tasks, but has gone beyond that to become an active element in diagnosing problems, analyzing their causes, and developing appropriate plans to address them using scientific and educational methods that take into account the psychological and social characteristics of all members of the school community. The study addressed the most prominent problems facing schools, such as academic tardiness, school bullying, and school absenteeism. It showed how conscious management and effective educational leadership can deal with these challenges through proper planning and fruitful cooperation with the teaching staff, activating the role of the educational counselor, and involving the family in the educational process. The study also showed that one of the most important factors for successful school management in addressing problems is providing leadership capable of making sound decisions, possessing communication skills, motivating employees, and managing human and material resources efficiently. The results emphasized the importance of management adopting methods to prevent problems before they occur, by spreading a culture of dialogue and understanding and promoting belonging and discipline within the school.

11. Recommendations of the study

- The need for a counselor in every high school to guide students.

- Promote teamwork because school problems can only be solved through the combined efforts of the school principal, teachers, and parents.

- Hold workshops and training courses focusing on how to deal with school problems and ways to solve them.

- Hold competitions for research on school problems and ways to solve them.

- Organize educational awareness programs to reduce these problems, whether in the form of lectures, seminars, awareness brochures, or posters on walls to address school problems.

- The need to provide additional classes for teachers to allow them to follow up on students' problems and provide appropriate solutions.

- Working to honor outstanding counselors, educators, and administrators who contribute to solving students' problems.

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