



THE TRAVAILS OF OFFICERS-IN-CHARGE: A PHENOMENOLOGY

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ABSTRACT

The purpose of this interpretive phenomenological research was to describe the lived experiences of 14 classroom teachers who also functioned as officers-in-charge at New Corella District. Further the study aimed to investigate the experiences, challenges and insights of the participants. In-depth Interviews (IDI) and Focus Group Discussion (FGD) were employed in collecting the data using researcher made expert validated research questionnaire and analyzed through content and thematic analysis. Findings revealed that not only struggling with decision-making and suffering from class interruption made teachers' roles harder but also the difficulties in complying with reports and dealing negative attitudes of teachers. Despite these, they still experienced ecstatic feelings towards their role as officer-in-charge. In solving the problems encountered, consultation with others and time management turned out to be the primary solutions aside from resolving issues through communication. Amidst the struggles due to the nature of performing two functions, officers-in-charge find these experiences as complex tasks that would further contribute to self-improvement in terms of maturity and opportunity for professional development.

Keywords: Classroom Teacher, Lived Experiences, Officers -in -Charge, Phenomenology

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Chapter I

INTRODUCTION

Rationale

The function of a principal is multifaceted, encompassing a wide range of concerns. Leadership, teacher assessment, and student discipline are just a few examples. It is now a test of a principal's work balance to guarantee that all of these issues are addressed to the best of their abilities (Meador, 2018). Every principal's time remains a limiting issue. A principal's job description includes efficiency in prioritizing, scheduling, and organizing. Most effective principals, on the other hand, realize that in order to improve student accomplishment, they must develop their staff's leadership potential (Cuiccio, 2017). New Leaders have found that great principals in our highest performing schools build leadership teams and delegate responsibilities in order to manage the school effectively, engage teachers in decision-making, and develop future school leaders.

In response to this problem, the United States particularly in California turned to teachers and teacher leaders for assistance in easing their administrative burdens, both in the implementation of instructional changes and in general (Margolis, 2018). In certain situations, teachers are requested to take on "quasi-administrative" roles, in which they take on administrative tasks while continuing to teach or lead in the classroom (Johnson and Donaldson, 2017). Because assistant principals play such an important role as they take on these responsibilities, a sense of unpreparedness pervades as they take on their new roles. A teacher who takes on this position should be knowledgeable with the relevant board policies, such as the procedures to follow

in the case of emergency or other possible circumstances. There are few professional development programs available specifically focusing on the needs of assistant principals, and in fact, assistant principals are rarely afforded the breadth of professional development opportunities that teachers and principals receive (Oleszewski, Shoho, & Barnett, 2018).

In the Philippines, administrators are discouraged from doing so altogether especially difficult prospect for principals who lack the funds to hire a full-time assistant administrator and officer in charge teacher who assume an official title and responsibilities in administration while serving as full or parttime classroom instructors (Finco, 2017; Perez & Dagen, 2018). It is up to the teachers to decide whether or not to step in for the principal. However, before agreeing to do so, one should think about the scope of the power being delegated as well as the potential consequences of accepting this duty. The extent of authority that may be assigned is strictly limited. A teacher may or may not be paid for this position, and he or she may be vulnerable to human rights/harassment complaints, accusations, reprimands, or lawsuits. As a result, accepting this role may expose the teacher to severe professional danger without delivering significant advantages.

Moreover, within the literature on school leadership, only a small number of works have explored the experiences of administrators who concurrently hold responsibilities in classroom instruction. These works represent descriptive pieces written for a non-scholarly audience. Although they helped to introduce the experiences of teacher-administrators to practitioners in educational leadership, the lack of analysis and theoretical foundation in these pieces limited their findings purely

to a description of the phenomenon, providing few recommendations for educational leaders and future scholarship.

In the Division of Davao del Norte, New Corella District, in particular, it was observed that all school heads feel the need to have Officers- in-Charge for all the time they represent to various activities which need their precious presence. The researcher felt the challenges of teachers assigned as officers in charge versus their primary role as classroom teachers at the same time when the activities or seminars conflict with schedule, hence, it pushed the researcher to conduct an academic inquest on unraveling the experiences of the classroom teachers in portraying these multi-roles.

Purpose of the Study

The purpose of this qualitative approach study was to explore and describe the experiences of classroom teachers who also functioned as officers- in- charge at New Corella District. At this point of the research, the lived experiences of teachers performing two functions was generally defined as how they dealt with life's circumstances, their coping strategies in dealing with their experiences, and their insights. In like manner, this study aimed to discover and recognize the unpleasant experiences of the informants which led to helping others gain lessons in order not to compromise any of their two functions, as a teacher and a school head at the same time.

Research Questions

This study was particularly interested in the experiences of teachers who have been designated as officers- in -charge. For this undertaking, the following questions help to establish the research agenda and further drive the investigation:

1. What are the experiences of School Officers- in -Charge in terms of their function both as a teacher and an administrator?
2. How do the Officers- In -Charge cope with the challenges they have encountered?
3. What are the insights of the Officers-in-Charge that can be shared to their co-teachers and to the academe in general?

Theoretical Lens

This theory is anchored on Role Theory which suggested that individuals serve as "boundary spanners," meaning they are given an office, title, and authority in one social system of an organization (e.g., classroom teaching), but are expected to complete tasks across the boundaries in another system (e.g., administration), where they do not have a specific and recognized office (Biddle, 1979; Kahn, Wolfe, Quinn, & Snoek, 1964). Boundary spanners are also prone to a variety of role issues, such as conflict, ambiguity, overload, and isolation (Kahn et al., 1964). As conceptualize, informants of this study can be considered as boundary spanners for they are designated to other social system which is being officer-in-charge of their respective schools aside from their main function as classroom teachers. In this manner, they

are vulnerable to different experiences and challenges as they perform their two functions.

A boundary spanner generally plays a position within her or his primary social system that grants her or him control over members of that group (Beltramo, 2014). Despite being charged with particular goals that demand their collaboration, a boundary spanner generally lacks formal control over others in the secondary system. Boundary spanners frequently face difficulties as a result of power imbalances between the two roles they play (Kahn et al., 1964).

When the two social systems across which a boundary spanner operates have conflicting norms or interests, the power struggle is intensified. Conflicts across social systems frequently hinder boundary spanners from using their only sources of intergroup influence, interpersonal skills, and relationshipbuilding, to complete the duties entrusted to their positions (Beltramo, 2019). Furthermore, boundary spanners may be uncertain about the demands of their official role in the secondary group or feel overwhelmed in efforts to address each group's expectations, due to role expectations in two separate systems.

In opposition to the concept of "boundary spanners," there is a model from management studies known as "player managers" (Augar & Palmer, 2002). Instead of belonging mainly to one social arrangement and just interacting with another, player managers have formal positions in two systems at the same time and have defined responsibilities and valid power inside both. Augar and Palmer (2002) provide instances of player managers in everyday public contexts, such as hospitals run by

doctors who continue to practice medicine or schools where administrators teach in classes.

Player managers engage closely linked problems and resources, both at the individual and organizational levels, through their equal involvement and power in administration and service (Augar & Palmer, 2002). Player managers, on the other hand, may enhance communication throughout the business, increase motivation and buy-in among employees, and acquire professional preparation for higher levels of management because they work in the service activities that they concurrently supervise. As a result of this theory of management, it is possible that if teachers were given a position in administration with a formal title and authority—as is the case with teachers who also serve as officers in charge—some of the problems that quasiadministrators face, such as ambiguity and conflict, could be addressed, while specific resources that could benefit a school could be initiated (Beltramo, 2014).

Significance of the Study

The data gathered and analyzed in this study provided a deeper understanding of how officers-in-charge coped with their experiences in performing roles both as teachers and officers-in-charge.

The findings generated information useful for the participants, teachers, school heads, and higher DepEd officials to come up with a training program on capacitating teachers especially in line with their other performance task. Likewise, the findings of the study enabled the researcher to contribute the best of her research capability to

design a program that would improve the skills of teachers in teaching, leading, supervising, coordinating, and prioritizing.

Lastly, this study served as baseline information in the conduct of similar study or studies with the same research paradigm.

Definition of Terms

The following terms relevant to the study are here defined operationally.

Officer-in-Charge (OIC) is a person who is legally responsible for all official operations in school whenever the school administrator is not available.

Classroom Teacher is a facilitator of learning by imparting knowledge to students and by setting up a situation in which students can and will learn effectively. However, teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community.

School administrator is a school leader who plays an integral role in ensuring school functions smoothly. In addition to operations tasks, he/she is expected to lead the curricular goals for a school, evaluate the effectiveness of the faculty and staff, and handle disciplinary issues with regard to student behavior.

Delimitations and Limitations of the Study

The study focused on the experiences of teachers who served as officers-in-charge in 14 schools of New Corella District, Davao del Norte. In particular, these teachers experienced as officer-in-charge for at least three years and at least two

times a year. Thus, this qualitative study was delimited to the experiences of these teachers. The data of this study were limited only to the responses and experiences of the 14 teachers having different positions. Further, this study was confined to the results of the in-depth interviews and focus group discussions of these teachers.

There were few limitations in this qualitative study as the data and results gathered from the interviews and observations could not be used to generalize the entire teacher population of New Corella District, New Corella, Davao del Norte. Furthermore, I cannot guarantee that the 14 identified teachers answered and responded sincerely to each of the questions that I asked because of individual's perceptions.

Organization of the Study

This study was organized and arranged in an order, which can be easily identified and comprehended by the readers. Below is the comprehensive presentation and discussion of the organization of the study.

Chapter 1- This chapter presents the inclusive presentation of the introduction of the study the global and national context relevant to the study. Highlighted in the rationale is the urgency to conduct the study. It is followed by the purpose of the study, which states the intention in the conduct of the study. Research questions, which consist of interview guide questions that are formulated and validated in order to acquire responses from the informants and participants to attain the aim of the study. Next, the significance of the study, which discussed who were the beneficiaries

of the study, the definition of terms, which is operationally defined in order to give clear and comprehensive interpretations. It is followed by the delimitations and limitations of the study that is presented to show the parameters of the study. Lastly, the statement on the organization of the study.

Chapter 2-This chapter presents a comprehensive literature review that highlights the scholarly writings related to the topic in question. This is analyzed and synthesized to underpin the knowledge gaps.

Chapter 3- This chapter presents the methodology employed in the study. This methodology includes research design, the role of the researcher, research participants, data collection and analysis, trustworthiness and credibility, and ethical consideration.

Chapter 4- This chapter presents and discusses the results of the in depth interview and focus group discussion of the study, the detailed responses of the 14 participants based on research questions, and different themes generated from the various answers of the participants.

Chapter 5- This chapter presents the discussion of the results based on the essential themes with supports from the various authorities. It also presents the implications for educational practice and the concluding remarks of the researcher.

Chapter 2

REVIEW OF RELATED LITERATURE

In this part, the researcher presents the literature relevant to the study in order to add substantial enrichment for a better understanding of what the study is trying to answer. The following is the order of the presentation of the relevant literature: Introduction, Roles of School's Officer in Charge, Challenges of School's Officer- in -Charge, and Positive Impact of being School's Officer- in- Charge.

Introduction

Around the nation, school administrators face enormous problems in the current educational context. Year after year, funding for districts, dioceses, and schools has been frozen or reduced, restricting the number of staff in both classrooms and administrative offices (Oliff, Mai, & Leachman, 2017). Principals and school district officials are turning to teachers and teacher leaders to assist alleviate their administrative workload (Kealey, 1999 as cited by Cuicco, 2019), both in the implementation of instructional changes (Margolis, 2020) and in attempts to recruit and educate future administrators (BrowneFerrigno & Muth, 2017), in response to the problems of today's educational setting. In some of these instances, teachers are requested to take on "quasi administrative" roles, in which they take on administrative tasks while continuing to teach or lead in the classroom (Margolis, 2020).

According to Finco (2011) as cited by Sun and Shoho (2017) that despite the tendency, there are few studies on quasi-administrative or teacher administrator roles in the literature in both teacher leadership and school administration, and the ones

that do exist tend to focus almost completely on the problems involved with this role (Perez & Dagen, 2011). Principals seeking assistance on how to successfully involve teachers in administration are therefore left with little direction or maybe discouraged from doing so altogether—a particularly tough prospect for principals without the financial resources to hire a full-time assistant administrator.

Roles of School's Officer- in- Charge

The function of School Officer- in- Charge is becoming increasingly complicated, requiring strong leadership skills and demanding for reshaping or restructuring (Sun & Shoho, 2017). According to Armstrong (2015), responsibilities of officer in charge include a variety of activities such as completing multiple occupations, substantial leadership, and managerial positions in many areas of supervision, all while adhering to curricular requirements and ensuring a safe environment. Many Officers in Charge lose control of their own time as a result of their numerous obligations and responsibilities, leading to feelings of isolationism (Armstrong, 2015).

Furthermore, while the function of the School's Officer- in- Charge is essential, there is a dearth of information while reviewing the related literature. While there has been a lot written about principals, there has been very little written about school's office in charge (Mertz & McNeely, 1999; as cited by Browne-Ferrigno & Muth, 2017). Hunter (2016) noted in a review of the assistant principal that the first study of the assistant principal was done in 1970 and that nothing has changed since then. The deputy principal has been dubbed the "forgotten leader" and "forgotten performer"

(Neumerski, Grissom, Goldring, Rubin, Cannata, Schuermann, & Drake, 2018). The assistant

principalship is often regarded as a stepping stone to the principalship. This is due to the fact that the role provides an excellent chance to obtain the necessary training for the principalship. Despite the fact that there is little meaningful information on the assistant principal, the literature shows that the position first arose in the early twentieth century (Tripken, 2019).

Assistant principals are valuable resources who assist principals in a variety of ways. As principals are entrusted with greater roles and responsibilities related to instructional leadership and reform initiatives, this assistance becomes even more important (Oliver, 2015). The most frequent entry-level position for administrative professions is that of assistant principal

(Marshall, 2017). According to Kwan and Walker (2009; as cited by Margolis, 2020) that in Hongkong, the school principal determines the vice-principal's specific duties, roles, and responsibilities; they discovered that vice-principals believe that 'strategic direction and policy environment' is more important to school success than 'staff management,' which is typically the focus during the vice-work principal's day.

Furthermore, successful consultation in schools is essential for both education leaders and teachers to have a shared knowledge of what a consultative process is. As noted in the Best Evidence Synthesis on leadership, effective communication supports the knowledge, skills, and dispositions that principals require to have a direct and indirect influence on student achievement (Educational Leaders, 2021). Many

issues, both inside and outside of schools, may be linked back to the efficacy of your and your school's communications, regardless of whether information was conveyed, what was communicated, how it was presented, or who communicated it. To expand their impact, school leaders must monitor and evaluate teacher performance, conduct and arrange for mentoring and coaching, organize teacher professional development, and orchestrate cooperation and collaborative learning (Darling-Hammond, Hyler and Gardner, 2017).

In schools, consultation entails soliciting input through a formal discussion about a problem or idea. The term "feedback" refers to the many points of view that people may have on the subject at hand. Leading a consultation process is challenging, especially when dealing with complicated topics. It might also be a lengthy procedure. Following that, there must be an understanding of why there is no consultation or only a few individuals engaged in a decision, especially if the matter is time sensitive and a deadline cannot be pushed. Teachers must realize that consultation entails leaders receiving input and making choices based on it. This might imply that none, part, or all of the feedback is taken into account when making decisions (Galvis, 2018).

Leaders have a responsibility to make this clear before the consultation process begins, because consultation is typically framed in terms of winners and losers among those engaged. It is crucial to note that some people may not be satisfied with the final result after consulting. Showing instructors that you appreciate their time is the greatest approach to connect with them. Meet them in their classroom rather than your office, switch off your phone and computer notifications, and start the

conversation with a question. Demonstrate to instructors that you value their time and that their opinions are important (Sword, 2020). Behavioral consultation appears to offer the most defined structure for aiding issue resolution of all the methods to consultation.

Behavioral consultation is characterized as a set of steps that guide and concentrate a consultant's and consultee's problem-solving inquiries (Hanson, 2020). Schools benefit from consultation because it may aid in the development of healthy school cultures and excellent decision-making in the best interests of the school, its learners, and its workforce. Before problems are discussed, school administrators can use consultation to reaffirm the school's mission, vision, and values (Allen and Kern, 2018). Consensus will be difficult and timeconsuming to reach through consultation, but if the school community understands and embraces the process, better outcomes will be attained.

Leadership has long been recognized as a critical component of corporate success, and interest in educational leadership has grown in recent decades (Mcleod and Dulsky, 2021). The efficient operation of a school, the academic performance of its students, and the administration of its personnel are ultimately the responsibility of the school's head. By distributing authority, defining objectives and targets, and assessing staff performance against them, school heads lead, motivate, and manage their employees. It offers and controls a variety of factors in the teaching-learning scenario, including students, teachers, curriculum, and the socio-physical environment (TapiaFonllem, 2020).

A great instructional leader with strong ethics, a vibrant personality, and an unwavering dedication to learners is a good school administrator. An effective administrator enables people to carry out their tasks in a way that benefits the school population's individual and collective growth (Darling- Hammond, 2020)

Leading instructional reform in schools is a difficult undertaking, especially at a time when schools are being given more autonomy while also being subjected to more scrutiny due to the release of high-stakes test results (Jones and Ennes, 2021). The development and implementation of a unified vision for the school. The creation and maintenance of a learning and development-friendly culture and instructional program. Ensure that school operations are managed properly in order to create a safe and effective learning environment. According to Darling-Hammond, Hyler, and Gardner (2017) that school administrators must be able to adjust instructional programs to local requirements, encourage teacher collaboration, and participate in teacher monitoring, assessment, and professional development.

Additionally, with growing demand on schools to enhance teaching and learning, administrators' roles and responsibilities have extended to include the leadership of school change that would improve student success (Senol, 2019). A principal's capacity to develop a common vision among the school community and execute new organizational structures that engage teachers in shared decision-making were key factors in driving changes to improve student achievement. Principals have observed that including the whole school personnel in decision-making increases commitment to school reform efforts (Gomendio, 2017).

A principal's goal is to give strategic direction to the school system (Schlebusch and Mokhatle, 2016). Principals provide standardized curricula, review teaching techniques, track student progress, promote parental participation, modify rules and procedures, manage the budget, employ and evaluate personnel, and supervise facilities. School administrators' responsibilities differ based on the size and type of school they work in (Dos and Savas, 2015). School administrators at tiny day care facilities, for example, (where they may be the sole member of the administrative team) have a distinct set of responsibilities than those in major colleges (where they may specialize in a specific area).

Influencing student achievement is undoubtedly one of your most important responsibilities – and a huge task. As a principal, you clearly want to encourage learning and ensure that your learners are achieving their full potential. You'll need to employ cutting-edge academic planning tools for this (Mills, 2021). They'd be able to assist you in developing individualized learning programs. This manner, you'll be able to set specific tasks and objectives that are related to the teachings you're providing. You can assure that the kids will be successful in the same way. School administrators are effective planners, have sound judgment, and know how to manage relationships with a variety of individuals (staff, parents, students, regulatory bodies and the public) (Johnston, 2018). An excellent school administrator is also detail-oriented and adept at resolving conflicts.

According to Ampat and Oommen (2020), school leaders are like performers in a play whose narrative, screenplay, and costumes have all changed in the middle of the performance, and they must improvise to fit into their new position. As the

principal, you are always responsible for your students' accomplishments, particularly in the academic realm. To ensure that you can achieve all of these ambitious goals, you must employ technologies that give dashboards for data analysis and reports that allow you to quickly detect issues that may arise in critical areas such as student enrolment, success, and retention (Jones, 2019)

Principals are becoming more involved in educational decisions, such as determining which instructional program or intervention is appropriate for their school. The necessity to make choices in the context of the school reform movement complicates the role of the principal even more (Viennet and Pont, 2017). When it comes to making judgments about school development, principals face difficulties and obstacles for which no acceptable solutions have been established.

To solve these issues, the school may be necessary to change, as well as each individual in the organization's ideas and practices. Principals, according to Heifetz and Linsky (2017), are involved in an adaptive challenge, managing schools and striving to reconstruct them. As a result, principals must be skilled decision-makers, and school administrators and employees may require flexibility in order for change to take place (Hopkins & Higham, 2017). Leadership is largely concerned with making sense of things or exerting power via decision-making (Grisoni & Beeby, 2020). We must accept the fact that we will make mistakes from time to time, but we must always learn from our mistakes. There are good and bad repercussions to everything in life.

Experiences of School's Officers- in- Charge

In the absence of the principal, the school's officer- in -charge is a teacher selected by the school principal and/or the Board to whom the principal's power will be assigned. Murdoch (2016) used survey data from Australian schools to investigate the experiences of "teaching principals," head administrators who continued to teach part-time. Murdoch (2016) discovered that his respondents' multiple roles harmed their work in both teaching and administration. The author came to the conclusion that principals who did not have administrative support were more likely to suffer work futility and overburden, especially in an environment of state accountability. To avoid the outcome indicated in Murdoch's study, school administrators have increasingly enlisted the aid of teachers, particularly in the implementation of instructional reform programs (Margolis, 2020).

Teachers in such positions are classified as "quasi-administrators" by scholars in the field of teacher leadership (Cuicco, 2019). Although quasiadministrators have been found to provide significant service to their principals, they have been linked to a number of issues in the literature, including ambiguity (Margolis, 2020), burnout (Perez & Dagen, 2011), conflict with other faculty members (Finco, 2011 as cited by Sun and Shoho 2017), and feelings of powerlessness (Shearer & Vogt, 2017).

Despite its popularity in schools, the study of quasi-administrators remains on the periphery of teacher leadership research, with few if any investigations focusing only on this role. According to Beltramo (2018), the research in this area has only addressed instructors who are assigned administrative responsibilities but do not

have a formal administrative position or title. As a result, it remains to be seen how someone who has formal positions in both instruction and administration (such as a School's Officer in Charge) may approach the work differently when serving their school and principal.

Only a few publications in the literature on school leadership have looked into the experiences of Officer-in-Charge who also have classroom teaching duties. Darling-Hammond (2020) tried to split up major high schools into smaller units that were then administered by teachers working in administrative roles. Meanwhile, Kealey (1999; as cited by Beltramo, 2018) released a collection of brief job reflections written by Catholic school assistant principals, some of whom also functioned as classroom teachers. These works are descriptive essays aimed at a non-academic readership. Despite the fact that they helped to introduce teachers-leadership' experiences to educational leadership practitioners, the lack of analysis and theoretical foundation in these pieces limited their findings to a description of the phenomenon (Beltramo, 2018), with few recommendations for educational leaders and future scholarship.

In Southwestern Ontario, new administrators began their careers as classroom teachers before moving on to the vice-principal's office. Johnston (2018) believe that many classroom instructors are afraid to move into a leadership position because they fear losing their connection to the classroom and teaching and learning. According to their findings, many instructors who eventually take on leadership responsibilities do not have a desire to go into formal leadership or administrative positions at the outset.

The major problem for vice principals is a shortage of experienced administrators: a high percentage of vice principals who are new to the role have limited time for transition and training once they start working in a busy environment (Navanti & McCulloch, 2019). New vice-principals may struggle to balance their personal and professional life due to a lack of knowledge of the position and all that it entails, as well as a lack of necessary training (Barnett, Shoho, & Oleszewski, 2012; as cited by Cuicco, 2019).

Most school principals have a challenging job since they are responsible for so many things. As they take on managerial responsibilities and focus on instructional concerns, new principals confront unique obstacles. Principals, on the other hand, may acquire vital lessons from those who have gone before them on how to be more successful (Beltramo, 2018). Most effective principals understand how to distribute power in order to preserve a good work-life balance, as well as how to handle student mental health issues and how to deal with disgruntled staff. Because they are equipped with both legal knowledge and empathy, effective principals are not overwhelmed by special education obligations. They also understand that they have the authority and creativity to recognize and reward their finest teachers, as well as how to communicate openly about school safety measures so that kids, parents, and staff members feel secure (Harper, 2018)

The evidence is clear that having excellent leadership at the helm of the school is one of the most significant elements in retaining talented teachers. When working in distant areas or in schools with high-needs students, even the most effective principals may struggle to retain their firm in the industry. Some principals have

discovered innovative methods to establish rapport and community with their teachers, such as working out with them, teaching a class for them on a regular basis, or recognizing the talents of new teachers by inviting them to conduct professional development for more experienced teachers (Maxwell, 2018).

It may be tough and unpleasant to deal with negative teachers at work. It's way too easy to be sucked into the negativity when things get toxic. Let the teacher know how you feel about their negative conduct and give support and suggestions to help them overcome it (Boender, n.d.). Teachers have a significant effect on a school's culture, and our attitudes may either assist or harm student engagement, success, and well-being. If a teacher's bad behavior is having a detrimental influence on the children, it's time to notify administrators.

If the source of your complaints finds out what you have been saying, airing your work-related issues at school might exacerbate the matter. It is preferable to find suitable outlets for your emotions than to fall prey to workplace negativity. The principal is at the helm of a healthy school culture. Even the most upbeat principal understands that bags of negativity may emerge and spread, sometimes slowly and silently, and sometimes like wildfire. That is why good leaders keep their ears to the ground, looking for signals of dissatisfaction.

Toxic individuals will always exist, and one thing you can do if you have a negative employee is to make him or her drive a project. Allow that individual to lead an activity, and they will be less likely to be the negative one. Dealing with disgruntled or unsatisfied teachers and other workers who may try to undermine the principal's

authority is another time and energy draining issue. In the midst of it all, principals must preserve their own stability by striking a healthy work-life balance (Harper, 2018). Otherwise, burnout will set in, which is bad for students, schools, and the district as a whole.

Most schools have one or two staff members who stand out because of their negative attitudes. If left unchecked, such attitude might spread to other team members and eventually the whole school community. The principal is at the helm of a healthy school culture. Even the most optimistic principal is aware that negative pockets may emerge and spread, sometimes slowly and silently and other times like wildfire. That is why good leaders keep their eyes peeled for signals of dissatisfaction (Education World, n.d.).

As a principal, you have to deal with concerns about class scheduling all of the time. These can come from almost anybody connected to your institution. This comprises individuals such as instructors, students, and non-teaching personnel. You may always utilize an automated method for schedules to rethink your scheduling intellectually. Your teachers will find it much simpler to organize class schedules in this manner, even if they have to do it for a large number of courses, rooms, and faculty at the same time. If you arrange work in an inventive way, you may avoid many of the issues that occur when you schedule work manually. You may even have replacement teachers for your regular teachers this way.

As a result, you will be able to preserve instructional consistency. The findings show that principals are facing new challenges in education that have never been

seen before, such as the overwhelming effects of poverty, increasing pressures on student achievement, community breakdown, a lack of financial resources, and a slew of other issues, many of which coalesce to further complicate things (Darling-Hammond, 2020).

Positive impact of being school's Officer in Charge

Districts and schools are always working to develop and provide professional learning opportunities for their employees' growth and development. The educational landscape is always evolving, and the problems that educators confront at all levels are growing. Due to the constant demand for schools to fulfill their students' ever-changing needs, districts and schools must seek out a range of effective and efficient types of professional learning (Flugum, 2018).

Teachers receive leadership experience in the classroom, which enhances their capability and improves their leadership qualities (Johnston, 2018). Karakis (2021) conducted research that offered some insights into this process: Long before they apply for an administration job, teachers eyeing administrative roles look for signs of support and encouragement and take action to demonstrate their value — a type of aspiration-building and selfselection process.

They raise their aspirations and begin to devise ways to move from their current positions to new positions that are more central, powerful, and responsible, as well as higher in status and pay, when the signals are positive. When someone educated and potentially powerful takes an additional effort to assist them to uncover their leadership

potential, they may sense a tap on the shoulder (Karakis, 2021). According to Armstrong (2015), the move from teacher to vice-principal is a crucial professional and organizational milestone that holds enormous ambitions and transformational potential for new administrators and their communities.

Potential and new vice-principals may be ill-equipped to take on a leadership position because they lack a clear grasp of the nature of the job.

Many assistant principals lack confidence in their ability to lead (Goldring, Rubin, & Herrmann, 2021). Assistant principals have a variety of responsibilities, including relieving principals of their responsibilities, providing administrative assistance for teachers, and monitoring teachers' well-being (Barnett, Shoho & Oleszewski, 2012; as cited by Cuicco, 2019).

Interpersonal connections, staff coaching, progressive discipline, systems management, community relations, ICT use, project planning and management, curriculum creation, public speaking, marketing and promotion, negotiating, and many more skills are required of principals (Beltramo, 2018). They must be cheerful, patient, active, focused, flexible, approachable, openminded, adaptive, and, of course, well-organized. It's a very fulfilling profession, and principals are still held in high regard in the community.

According to Darling-Hammond, Hyler and Gardner (2017), school leaders can enhance teacher recruitment, development, and retention while also improving student results, which is critical for education to continue to progress. Teacher satisfaction, school performance, improvement, capacity, teacher leadership,

distributive leadership, organizational learning, and development were shown to be significant links in how school leaders increase teacher recruitment, development, and retention. School leaders may have a significant impact on these school-level issues while also acting as a buffer against the excesses of growing and sometimes conflicting external demands.

Teachers who collaborate in meaningful and purposeful ways are more likely to stay in the profession because they feel appreciated and encouraged in their work, according to research.

The school principal has a unique opportunity to influence how these guiding principles are implemented and the overall quality of teacher professional development. One of the most important responsibilities of school administrators is to develop and maintain good and healthy teaching and learning environments for all students and staff members (Bredeson, 2000; as cited by Cuiccio, 2019)

Self-awareness, providing direct, full, relevant, congruent messages, listening, utilizing feedback, and being aware of what we are communicating nonverbally are all effective communication skills that contribute to a healthy school environment. It's rare, but not unheard of, to have to deal with teacher issues at school (Davies, n.d.). Teachers, like anybody else in the workplace, can prefer some coworkers over others, or have instructional techniques or personalities that don't fit. However, if a quarrel escalates to the point of attracting outside notice, the principal must intervene. The effectiveness of employing staff meetings as a communication tool in schools, as well as the effectiveness of communication in general (Educational Leaders, n.d.)

School leaders who pay attention to their staff, earn their trust and show them that their ideas are valued. When School Heads have great communication skills, they can maintain high morale among their staff and assist in the resolution of problems before they become out of hand (Flugum, 2018). Low morale might result from a lack of communication. Employees may feel defeated as a result of inadequate communication, which may lead to misunderstandings, missed opportunities, conflict, the spread of disinformation, and mistrust.

Effective communication is crucial in the workplace because it aids in the production of effective results, which leads to desired professional success. Make eye contact with the individuals you're speaking with. We would be free to construct the world since we would have no means of comprehending one other, let alone the world. However, there would be no way to tell others about it. The world would survive on language, bodily language, even if there was no spoken or written communication. Conflict cannot be avoided since it is a reality of life, but it can be made useful and exploited to achieve better outcomes if individuals understand it and how it affects job performance.

To manage conflict in a workplace, Spaho (2019) suggests that all levels of management should be responsible for excellent communication and conflict management, since many reasons impede employees from communicating directly and openly, increasing the likelihood of conflict situations. It's reasonable to assume that an unresolved workplace disagreement may have a detrimental impact on employee performance and productivity, make employees suspicious of one another,

and lead to poor cooperation (Ugwulashi, 2017). As a result, it is critical for managers to employ direct communication on a timely basis in order to prevent or limit conflict (Spaho 2019).

Furthermore, in the performance of any task, time is the most important resource to consider. The importance of any other resources in achieving organizational objectives and goals is determined by time (Ugwulashi, 2017). It is a crucial resource that every manager needs in order to fulfill an organization's goals and objectives (Adejo, 2020). According to Nwaiwu (2000), time is the time between the start and finish of an operation. Remember what matters most to you, and mentally prepare yourself to face whatever the day brings. Make a strategy for achieving your goals. Make a list of realistic goals for what you'll be able to accomplish that day.

Few careers can match the complexity and range of competing duties that come with being a school principal. It may be difficult to keep track of everything, with principals naming time management as one of the top three problems they face (Grissom, Loeb, & Mitani, 2020). Principals' time is frequently consumed by required but unimportant duties and activities. Managing time demands imposed by others is particularly noteworthy. Priorities must frequently shift and be changed to accommodate the unexpected. Unexpected guests, letters that you didn't request, and even certain meetings fall into this category. Passing the buck between staff and board members can also be a problem (Merseth, 2017).

Fortunately, there are techniques that leaders may employ to make the most of their time and focus on what is actually most essential rather than what is most

urgent. Here are some time-management strategies to help you lead your school more efficiently and successfully. The ability to say "no" must be developed by the school principal. The finest leaders know how to get the most important work done in a day, which is impossible to achieve if you accept every request. As a result, properly managing your time sounds like the stuff of fantasies (Murray, 2017).

The idea of effectiveness also applies to time management. Because there will never be enough time to complete all you have to do, this entails focusing on the most critical issues/tasks. Effective time management is a universal solution, not an excuse, for administrative effectiveness (Martins, 2020). Staff productivity will increase, work scheduling will be easier, staff will be able to execute activities at their maximum skill level, staff will be able to prioritize and complete key tasks, and the organization will be able to track and guide its progress toward its stated goals.

By concentrating on the quality of education, an effective school leader works tirelessly to increase accomplishment. They assist in defining and promoting high expectations, combating teacher isolation and fragmented effort, and establishing direct contact with teachers and classrooms. A headteacher's personal traits should include companionability and a cheerful demeanor. He must enjoy children and be perceived to be tolerant in his dealings with them, despite his lack of awe (Edith Cowan University, 2019).

Another desirable trait is constituency in all of his interactions with students who seek it out and respond positively to it. Schools must progressively improve in order to develop, and this may not always be possible (Mills, 2019). The maturity of a

principal's transformative leadership has a significant impact on the growth of the school. Members of the school community may acquire a positive attitude as a result of this impact, and school performance may improve. As a result, the integration of school growth and transformational leadership by principals ensures the quality of education in schools. The school concept, which is the school management's knowledge or beliefs following the principal's thinking activity of the objective existence, influences the school's growth orientation (Chen, 2018).

Principals are in charge of a school's higher-level operations. They provide a secure learning environment and set performance goals for both students and instructors, as well as monitor the process to ensure that those goals are met. Effective administrators ensure that their schools provide opportunities for both adults and children to prioritize learning in their everyday activities (Learning forward, n.d.). Basics like safety and orderliness, as well as less tangible qualities like a "supportive, responsive" attitude toward the children and a sense among teachers that they are part of a community of professionals focused on good instruction, define what Vanderbilt researchers call a "healthy school environment.

Many administrators strive to enlist the help of parents and others from outside the school community, such as local business people. While there is a lot of interest in this topic, there isn't a lot of data on how to answer it. Leaders in all walks of life and all types of organizations, public and private, must rely on others to achieve the group's goal and must foster the growth of leadership across the organization, according to a broad and historic consensus in leadership theory (Merseth, 2017).

In addition, Dindslade (2017) reiterates that effective principals work tirelessly to increase student success by emphasizing the importance of highquality education. Effective principals also promote ongoing professional development. They stress research-based techniques to improve teaching and learning and encourage team and individual teacher conversations regarding instructional approaches. Despite the wishes of many instructors to be left alone, they continue to explore these techniques.

A review of the relevant literature in the area has shown substantial research into challenges affecting classroom teachers' experiences while performing on behalf of their principals. This research study would not be possible without the contributions of all of the research and literature.

Chapter 3

METHOD

This chapter comprehensively discussed the methods employed in the study. I elaborated the research design through quotes from established authors in the field of research. Further, I elucidated my role as a researcher and gave a detailed description of the participants of the study. Data collection, data analysis, and trustworthiness were also highlighted. Most importantly, I have presented in this chapter how I maintained sound ethics in the conduct of the study.

Research Design

The study employed the qualitative phenomenological study for it accounted the experiences of the teachers who act as School Officers-in-Charge, their coping strategies in dealing with their experiences, and their insights. A phenomenological approach, interpretive in particular, was well suited to study how they dealt with life's circumstances as a hindrance for them not to perform their two functions as a teacher and school-in-charge.

The interpretive phenomenology approach, according to Alase (2017), provides researchers with the best opportunity to understand the innermost deliberation of research participants' "lived experiences." As a "participant-oriented" approach, it allows research participants to express themselves and their "lived experience" stories in whatever way they see fit, without fear of being distorted or prosecuted. Therefore, utilizing the interpretive phenomenological approach in a

qualitative research study reiterates the fact that its main objective and essence are to explore the lived experiences of the research participants and allow them to narrate the research findings through their lived experiences.

The focus group and in-depth interviews were also specifically developed for this study. A focus group is a group discussion used to identify the perceptions, thoughts, and impressions of a specific group of people about a particular investigation topic (Kairuz, Crump, and O'Brien, 2007). Focus groups provide useful information, particularly when the participants represent small groups of interest that have been overlooked by quantitative research or when the topic of investigation is new. Furthermore, an in-depth interview is a qualitative method of analysis that takes the form of a private and confidential conversation between an interviewer and participants. It is a good way to get people to talk about their personal feelings, opinions, and experiences more qualitatively. It's also a chance to learn about how people interpret and order the world (Milena, Dainora, & Alin, 2008)

Through respondents' responses to the ideas and contributions during the discussion, the participants influenced one another. When compared to an individual interview, the focus group discussion had the advantage of allowing the researcher to compare results from different groups of participants. The focus group discussion was used to narrow down the groups for more in-depth interviews. The focus group discussion and in-depth interview are to be used because they present a life-like environment in which the participants were allowed

to have interviews and discussions about their experiences when they become officers in charge.

Research Participants

The participants of the study were the 14 elementary teachers of New Corella District, Division of Davao del Norte who experienced becoming school's officers-in-charge in the absence of their school heads for at least three years and at least two times a year. The selection of seven participants who underwent focus group discussion and seven participants for in-depth interviews were determined through employing the purposive sampling technique. For phenomenological studies, Creswell (1998) recommends 5 – 25, and Morse (1994) suggests at least six. These recommendations strengthened my estimation of how many required number of participants should be selected to reach the expected saturation.

According to the website Alchemer (2018), purposive sampling is used when researchers carefully consider how they will create a sample population, even if it is not statistically representative of the larger population at hand. Participants were chosen on purpose because they fit the profile of the people who need to be reached, as the sampling implies. Purposive sampling findings are not always statistically representative of the larger population of interest, but they are qualitatively generalizable. When describing and defining characteristics of participants that could reveal their identities, researchers may need to use pseudonyms and be selective when describing defining characteristics of participants that could reveal their identities (Polit & Beck, 2006).

Data Collection

This interpretive phenomenological study utilizes interviews, questionnaires, and focus group discussion that focuses on gathering good information to answer the research questions that guided the study (Creswell, 2013). The most common method used and a qualitative research technique that involve conducting intensive individual interviews with a small number of participants to explore their perspective on a particular idea, program, or situation is in-depth interviewing and focused group discussion. It is useful when we want detailed information about a person's thoughts and behaviors or if we want to explore new issues in depth. People are more comfortable having a personal conversation than filling out surveys to collect information, so in-depth interviews and focused group discussions are a much more relaxed way to collect information (Boyce & Palena, 2006).

An interview guide, tape recorder, and video camera were the primary tools used during the conduct of the study. The validated interview guide collected information about teachers' experiences, coping mechanisms, and insights. A draft was prepared as a starting point and was shown to the division research management team for refinement. The finalized interview guide was shown to a panel of experts or a research team for approval before being distributed to participants.

Role of the Researcher

In this study, I served as the key instrument, collecting data through in-depth interviews using open-ended questions designed by me rather than relying on questionnaires or instruments designed by other researchers (Creswell, 2013). As the primary data collector in this study, I engaged in the Epoche process, which allowed me to put my prejudices, biases, and preconceived ideas about the phenomenon aside to fully focused on the participants' lived experiences (Moustakas, 1994). It was also essential for me to select schools in the district where I have no authority or familiarity with the study participants.

Before data gathering, I, the researcher, secured a permit from the Schools Division Superintendent of Davao del Norte to allow me to conduct the study. Upon approval, letters were sent to the different school heads under New Corella District via email. The letters explained the study and requested a face-to-face meeting in order to share the importance and need for the study. During the meeting, I requested the school principals to identify the teachers within their building that met the criteria of the participants of the study.

After the identification, I sent letters to the identified teachers via email explaining the study and soliciting their willingness to participate in the study. Once teachers agreed to participate in the study, I personally met the teachers to explain further the research study that was conducted as well as the data collection process and the right of the participants to ask any questions necessary for clarity. The right of participants to voluntarily withdraw from the study at any time, the purpose of the study and data collection procedures to be used, the protection of

participants' confidentiality, known risks associated with the study, and the expected benefits for participants in the study were all included in the consent form (Creswell, 2013).

During the in-depth interview and focus group discussion, with all the necessary materials, I acted as facilitator and moderator and at the same time, transcriber. As a transcriber, I had to jot down in verbatim the responses of each participant and informant relative to the validated guide questions. After which, I classified the data and identified commonalities then make appropriate themes for each classification.

Data Analysis

The range of processes and procedures by which we move from qualitative data collected into some form of explanation, understanding, or interpretation of the people and situations we were investigating is known as qualitative data analysis (QDA) (Bernard, H. Russell, and Ryan, Gery W., 2010). Furthermore, Hatch (2002) defined data analysis as the process of organizing and interrogating data in such a way that researchers can see patterns, identify themes, discover relationships, develop explanations, generate theories, and make interpretations in a qualitative study. The content and thematic analysis categories were used to analyze the collected and gathered data in this study. Qualitative content analysis is a research method for subjective interpretation of text data content using a systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005). The focus of thematic analysis is on identifying, examining, and recording patterns (or "themes") in data. Patterns in data sets that

are important to the description of a phenomenon and are linked to a specific research question are referred to as themes.

The responses of the participants were recorded and translated after the interviews. To discover the themes, I read the transcripts of the interviews quite a few times and reflect on how the responses were related to one another. Also, to categorize the themes, coding was used. In addition, I analyzed the data gathered that are described by Maykut and Morehouse (1994) from qualitative interviews, focus group discussions, and observations using a constant comparative method and/or triangulation. Categorization and integration of participant responses took place during this process, with research noting common words and themes that emerge on the way to a better understanding of the participants' experience (Creswell, 2005).

Trustworthiness

The reliability and validity of this research study were critical in determining its value (Lincoln & Guba, 1985). Zhang and Wildemuth (2005) also mentioned that qualitative research must meet four criteria: credibility, transferability, dependability, and confirmability. I will be using triangulation, thick description, purposive sampling, and the code-recode procedure to follow these four aspects in this study.

Credibility. The research findings' credibility is determined by whether they represent plausible information derived from the participants' original data and whether they are a correct interpretation of the participants' original views (Lincoln

& Guba, 1985). This research included strategies for enhancing credibility and allowing future verification. I also used member-checking to allow participants to double-check transcripts for inconsistencies and to provide a platform for additional clarification. This allows me to check my objectivity and ensure that the findings are reliable. The participants' diverse voices are at the heart of the research process, allowing future researchers to assess the transferability of findings to other contexts. Furthermore, I refrained from drawing conclusions from the interviews; everything was based on data collected directly from the participants. I ensured that no relevant data were excluded and that no irrelevant data were included.

Confirmability. It refers to the extent to which the research study's findings can be verified by other researchers. Confirmability is concerned with demonstrating that data and interpretations of findings are clearly derived from the data, rather than being concocted by the researchers (Lincoln & Guba, 1985). Enhancing confirmability can be done in a variety of ways. Throughout the study, the researcher can document the procedures for checking and rechecking the data. To ensure the research study's confirmability, I conducted an audit trial in which will look for and describe negative instances that contradict previous observations, and then, after the study, I examined the data collection and analysis procedures and make judgments about the possibility of bias or distortion (Trochim, 2006).

Dependability. It refers to the consistency of results over time. Dependability refers to participants' assessments of the study's findings, interpretations, and

recommendations, all of which must be supported by the data collected from study participants. According to Trochim (2006), in the qualitative paradigm, dependability refers to whether a study would produce the same results if a researcher could observe the same thing twice. Furthermore, according to Suter (2012), traditional methods such as intercoder or inter-observer agreement and code-recode consistency using the same "human instrument" improve dependability, as do common qualitative strategies such as audit trails, rich documentation, and triangulation. The audit trail was used to test dependability in this research study. All research steps were reported in a transparent manner throughout the research study. Each step was described in detail so that other researchers can replicate it and get similar results.

Transferability. Refers to the extent to which qualitative research findings can be applied to other contexts or settings with different respondents. A potential user's ability to judge transferability is aided by the researcher's detailed description (Lincoln & Guba, 1985). The degree to which qualitative research findings can be generalized or transferred to other contexts or settings is referred to as transferability. Since transferability was primarily the responsibility of the researcher in generalizing, I enhanced the transferability of this interpretive phenomenological study by doing a thorough job of describing the research context and the assumptions that are central to the research. To improve transferability, I also used thick description (a detailed account of experiences based on data collection) and purposive sampling. Readers can make judgments and decisions about transferability based on the rich and thick descriptions. The detailed

descriptions in this article may help readers transfer information to other settings and determine whether the findings can be applied elsewhere (De Wet, 2010).

Ethical Consideration

Since my participants and informants were from various levels of positions (Master Teachers, Teachers I, II, III), several safeguards were implemented to overcome fears and intimidation and promote trust and confidence after several interview meetings. As they progressed through this study, I made certain that they were immersed in an environment free of subjective critics. When writing a research paper, the researcher must take into account a variety of ethical issues. Ethics defines what is and is not permissible to do, as well as what ethical research procedures entail. It is frequently a balancing act between two values: scientific knowledge and the rights of those being studied (Neuman, 2006). I ensured that my study was guided by ethical principles as described by (Mack et al., 2005), namely: respect for persons, beneficence, confidentiality, justice, and consent.

Respect for Persons. It is my responsibility to seek permission from the Schools Division Superintendent of Davao del Norte to be able to proceed with my study in order to establish respect for persons and not to exploit the weaknesses of the participants. The identified teachers were given an informed consent form to sign indicating their willingness to participate in the study.

Beneficence. To establish beneficence, I asked the teacher participants for their preferred time and location where they can freely express their thoughts about the study. Before the scheduled date and time of the in-depth interview, each of them was given informed consent. Beneficence necessitates a commitment to minimizing the participants' risk rather than maximizing the profits due to them (Creswell, 2012)

Confidentiality. To establish confidentiality, I ensured that the true identities of the teachers are protected. The videotapes, encoded transcripts, notes, and other materials were destroyed after the data were analyzed. This is in accordance with the suggestion that information disclosed by key informants during their participation in the study be kept private to the extent permitted by law. I used pseudonyms for transcription in the study to protect the identity and anonymity of my participants (Van der Westhuizen, 1997).

Justice. To ensure justice, I ensured that the teachers will not spend any amount of money on the research and that they were acknowledged for their contribution to the study's completion. To put it another way, the qualitative research participants must be given credit for all of their contributions. Justice, according to Macklin (2014), aims to ensure that benefits and burdens are distributed equitably and that no groups are exploited. Choosing subjects based on research needs rather than convenience is the first step toward ensuring research justice. To ensure that participants have equal opportunities, inclusion and exclusion criteria were stated explicitly in the research protocol and followed.

Chapter 4

RESULTS

This endeavor is a qualitative study which focuses on the experiences of teachers, their coping mechanisms and insights with regards to their functions as a teacher and an Officer- in -Charge. The interview guide, which was used in the indepth-interview and focus group discussion on the three topics about their experiences, the coping mechanism and the insights relative to their functions as a teacher and an Officer- in- Charge have five sub-questions.

The teachers' perspectives were explored and analyzed through the results taken from the In-depth interview and Focused Group Discussion that I conducted from the seven key informants and seven participants from the nine schools of New Corella District, Davao del Norte anchored on the three basic questions I raised: 1. What are the experiences of School Officers- in -Charge in terms of their function both as a teacher and an administrator? 2. How do the Officers- In -Charge cope with the challenges they have encountered? 3. What are the insights of the Officers-in-Charge that can be shared to their co-teachers and to the academe in general?

This chapter is divided into three parts: Part 1 is the participants' data from which the qualitative data were collated. Part 2 is the analysis procedures and the steps in the categorization of the emergent themes from the result of the in-depth interview and FGD questions under each research problem and Part 3 is the summary of responses.

In-Depth Interview

There were seven (7) informants in my In-depth Interview. The interviewer asked the same questions to all the participants, but the order of the questions, the exact wording, and the type of follow-up questions vary.

Based on the table that follows, the participants in this study were having different profile (age, gender, position, years in service and years experiencing as Officer in Charge).

Table 1 Profile of Informants in In-Depth Interview

Pseudonyms	Age	Gender	Position	No. of Years in Service	No. of Years Experiencing as Officer in Charge
Surely	52	Female	MT2	30	14
Athly	35	Male	T1	10	3
Momsy	46	Female	MT1	25	5
Simply	47	Female	T3	26	6
Shamely	31	Female	T-1	7	3
Cuty	53	Female	MT2	28	5
Calmly	57	Female	T2	28	9

Focus Group Discussion

There were 7 participants in my Focus Group Discussion. The participants in this study were having different profile (age, position, gender, number of years in service, No. of years experiencing Officer in Charge). This method was employed to obtain necessary information from the participants and open group discussion was

conducted. This open group discussion was led by the researcher and supported and encouraged by each other. As a result, they can express their views freely.

Table 2 Profile Focus Group Discussion

Pseudonyms	Age	Gender	Position	No. of Years in the Service	No. of Years Experiencing as Officer in Charge
Beauty	46	Female	MT1	25	4
Smiley	35	Female	T3	8	4
Dearly	54	Female	MT2	30	9
Granny	59	Female	MT1	37	7
Lady	61	Female	MT2	29	8
Singly	40	Male	T1	17	13
Smartly	53	Female	T3	30	2

Categorization of Data

In categorizing the data, the first step was to group the responses of the participants and identified the common answers in order to come up with the essential themes. These data were arranged and organized based on the common or general concepts presented by the participants. Regroupings were done to reduce the essential themes the main themes into fewer items. The process finally generated three essential themes. The second step as data display presented in Tables 3, 4 and 5. The important phrases that emerged from the transcripts and comments were identified as thematic statements. They were organized to come up with the essential theme.

In categorizing the data, the first step was to group the responses of the participants and identified the common answers in order to come up with the essential themes. These data were arranged and organized based on the common or general concepts presented by the participants. Regroupings were done as to 50% are considered general themes, 25-50% and less 25% are variant answers. The second step as data display presented in Tables 3, 4 and 5. The important phrases that emerged from the transcripts and comments were identified as thematic statements. They were organized to come up with the essential theme.

Experiences of School Officers-In-Charge in terms of Administrative Function

The following are the accounts of the experiences as narrated by the participants to answer the first research question “What are the experiences of School Officers-In-Charge in terms of their administrative function?”. Out from the personal perspectives of the participants during the conduct of In-depth Interview and Focused Group Discussion, there are five themes generated as presented in Table 3 as follows: *Difficulties in Dealing Negative Attitude of Teachers, Suffering from Class Interruption Due to Administrative Function, Struggling with Decision Making, Difficulty in Complying Reports, Ecstatic Feeling of the Experience*. The mentioned themes enabled me to report the core ideas which detailed the experiences of School Officers-In-Charge in terms of their Administrative Function.

Difficulties in Dealing Negative Attitude of Teachers

Many if not all Officers-In-Charge in the District of New Corella find difficulties on how to manage their co-teachers despite of their appointment and power given to

“For me my difficulties, is to convince other teachers in school on works to be done especially during visitations. I

think it's normal especially in the case of big school with many teachers with individual differences." (Lady)

them. During the conduct of Focus Group Discussion and In-depth Interviews, it was found out that it is hard to convince and encourage other teachers to cooperate on school works and activities because of different personalities.

Even by that, a participant also from the In-depth interview shared her struggle with her co-teachers.

"My difficulty is on how to let teachers follow me". (Shamely)

In addition, one of the participants from Focus Group Discussion also shared the same trouble as she tried to do her job as Officer-In-Charge in their school. She finds other teachers acting as principal.

"It's difficult for us because of different personalities, some act as principal." (Beauty)

Granny on the other hand, shared her difficulty during activity in their school where she aired out that there are other teachers who are uncooperative to school's activity like enrollment caravan

"Ang akong difficulty kadtong February nga enrollment caravan kay naay mga maestra nga dili motabang."

My difficulty was last February enrollment caravan because there were teachers who would not help."
(Granny)

Suffering from Class Interruption Due to Administrative Function

In the quest of looking into their experiences, it was further found out that part

“This will interrupt my classes especially when there are visitors and urgent reports to comply”. (Lady)

of their struggles was they find trouble between their duty as teachers and their role as Officers-In-Charge. Most of the participants shared the same experience of interrupting their classes just to carry out their responsibility as behalf of their principals.

“First, as a classroom teacher we have our pupils to cater because this is our chosen profession but as Officer in Charge we can’t do otherwise but to follow order. My difficulty is I leave my class just to address current issue in line with administration.” (Surely)

In addition, Surely did not hesitate to share that she has no other choice but to follow the order given to her. She also stated that she finds difficulty when leaving the class just to address important matters as appointed Officer-In-Charge.

Simply supported the aforesaid statement as she enunciated that she finds

“Difficulty in handling both parents and students especially during “Bayanihan”, my pupils will be left behind because I have to supervise the parents in their assigned area.” (Simply)

herself struggling in handling both parents and students. She also stated that class discussions for pupils are compromised just to follow the orders instructed to them like supervising the parents.

Struggling with Decision Making

Being Officers-In-Charge, your decisions reflect the school administration in behalf of your school heads. It would be a great pressure to the Officer in Charge as

“Decision Making kay risky baya. just like during competitions sending participants to District without available money to pay the ride ang akong ingon hala

larga...kay anyway mapngitaan ra bitaw na ug paagi."
"It's decision making because it is a risk. Just like sending participants to competitions then I have to decide to send them without paying first the fare of the transportation, anyway there are many ways to settle the payment."
(Smartly)

they might face the possible consequence of their decisions. As shared by Smartly, she finds decision making as risky, like the instances of sending participants to other schools without extra money to pay for fare.

"First, as a classroom teacher we have our pupils to cater because this is our chosen profession but as Officer in Charge we can do otherwise but to follow order. My difficulties are: I leave my class then I have difficulty in decision making most especially if it needs immediate action." (Surely)

Surely on the other hand, struggles on her decision-making most especially when it requires quick response despite the fact that they have pupils to cater for classroom discussions.

Difficulty in Complying Reports

Other than the plight encountered when it comes to the decision making it is an add-on burden too for the Officers- in- Charge the difficulty in complying reports.

A participant in the pseudonym of Momsy shared her dilemma regarding the

"As a classroom teacher, I find difficulty in dealing with visitors from higher offices especially when they ask questions about the school like what happened when group of people asked me where to build the proposed school building. In addition, when there are urgent reports, it is then difficult on our part as Officer in Charge." (Momsy)

visitation from higher offices where she was asked about her opinion about the new school's project. And also, she experienced troubles in making urgent reports that needs to comply.

Athly shared the same difficulty in complying the needed reports as she is not familiar with most of the difficult tasks.

Such situation was affirmed in the conducted session of Focus

Group Discussion where it was found that there other Officers- in- Charge who felt nervous when regards to paper works and which sometimes, they seek help from *"For me, my problem is I really feel nervous when it comes to paper works particularly several reports. I need to ask somebody who can help me in accomplishing the reports."* (Dearly)

"If there are needed reports in which I am not familiar with, is a difficult task for me to comply." (Athly)

other teachers.

Ecstatic Feeling of the Experience

Despite the difficult experiences, Officers-In-Charge shared their favorable

"When I attended Barangay Session, it was all about financial assistance for Ugsod-ugsod activity. I was interrogated by the council but then I was able to defend my request and eventually it was granted. I was happy then." (Beauty)

"When I attend meeting in behalf of the School Head, I feel happy and proud because I can also do what our school head is doing." (Dearly)

feelings and positive experiences as they perform their duty in behalf of their principals. They feel something good impact to their feelings when they fulfill their duty as Officers- in- Charge that equates all their efforts.

In addition, many of the participants shared the same feelings as they performed their role. Most of them enunciated that they feel being respected and followed not only by their co-teachers during school activities but also by students every time there are occurrences of concerns and problems.

“Every time I represent my School to Administrators meeting or any of school heads’ gathering.” (Smartly)
“The best experience is that when I made my own decision in which I think I am within the level of the School Head” (Smiley)

Also, many if not all participants feel proud and overwhelmed when they performed duties in behalf of their principals because they feel that when there are meeting with other heads from other schools, they feel that they are within the same level as principal for they can do the same things even if they are just Officers in Charge.

“It was last October that I led the group during MPRE. We reviewed our IPCRF for the first semester. I felt fulfilled then because teachers cooperated and obeyed me.” (Lady)

“It was during checking of SF forms last year when the principal was not around and it was only teachers who prepared everything then the effort was appreciated by the CID Chief Amoguis.” (Momsy)

Furthermore, most of the participants from the conducted In-depth Interviews and Focus Group Discussion feel the sense of fulfillment and experienced being appreciated to their duty as Officers-In-Charge. Their feelings and experiences were

“When we hosted Press Con and Palaro then the activities flowed smoothly where teachers followed and respect me (Surely)

“I gain respect from other students because they always refer to me everytime they have problems and concerns.” (Simply)

made possibly because they performed based on what were instructed to them and also due to the cooperation of their co-teachers of their respective schools.

Table 3
Themes and Supporting Statements on Experiences of School Officers-InCharge
in terms of Administrative Function

Essential Themes	Supporting Statements
Difficulties in Dealing Negative Attitude of Teachers	My difficulty in convincing teachers to work
	I have difficulty on how to let teachers follow me
	I have difficulty on various personalities of teachers
	Difficulty on teachers who would not help
Suffering from Class Interruption Due to Administrative Function	Class interruption due to visitors and urgent reports
	I leave my class to address issue in administration
	Pupils are left behind for I have to supervise parents
Struggling with Decision Making	There are times that you have to decide of your own
	Difficulty in decision making most especially if it needs immediate action
	Difficulty in coming up with abrupt decision
	Decision making especially when it comes to budget
Difficulty in Complying Reports	Difficulty about school matters specially on reports, it is then difficult on our part as Officer in Charge
	If there are needed reports that need data especially, I cannot relate to it.
Ecstatic Feeling of the Experience	I feel the respect from my co-teachers.
	Teachers obey me though I am only an Officer in Charge.

	Giving the chance to be the Officer in Charge in which I didn't expect, teachers follow and respect me
	Respect from students because they always refer to me when they have concerns
	I was being interrogated then in the end the request was granted. I was happy then
	I felt fulfilled because teachers cooperated and followed me
	Every time I represent my school, I feel I am within the level of other school heads.

Coping Strategies with the Challenges Experienced

Interview guide questions were utilized to conduct In-depth Interviews and Focus Group Discussion in order to generate a comprehensive discussion about the second research question, "How do the Officers-In-Charge cope with the challenges they have experienced?".

Out from the collected data from the perspective of the participants, there are three major themes emerged as depicted in Table 4. These themes contribute in substantiating the results as presented below. The following themes are as follows:

Resolving issues through Communication, Consultation with others, and Time Management.

Resolving issues through Communication

Considering the role in school which performed the duties and responsibilities in behalf of their respective school heads, Officers-In-Charge usually encounter problems that need to be resolved. Athly shared her strategies in coping unexpected

"Resolving problems is through communication, coordinate and refer the issue to the concerned person. Open to the ideas of others." (Athly)

problems. She added that in resolving these problems, one of the keys is effective

“Call the attention of the concerned person “(Beauty)

communication and must be referred to concerned persons for immediate actions.

Additionally, Beauty shared the same strategy in coping the difficulty.

Surely supported the statement above by highlighting the strategy through calling a meeting that will identify the possible results and consequences. She added that every action they take should prioritize the welfare of the school.

“Call teachers for a meeting, identify pros and cons, then decide for the good of the school “(Surely)

Also, one of the participants from In-depth Interviews performed the same strategy and usually referred to concerned persons.

Consultation with Others

One way of surviving in their daily task as Officers-In-Charge is establishing good relationship with their co-teachers in resolving issues pertaining to school matters. Establishing a relationship helps them to build a shared commitment towards school development. As shared by from the conducted In-depth Interviews and Focus

“My class is the hindrance in performing my function but since I have no choice because of exigency of service I have to manage my time properly.” (Smiley)

“I take it as a challenge, I ask from teachers to resolve issue. ” (Singly)

“Ask ideas from other teachers.” (Momsy)

Group Discussions, when problems occur and when they feel difficulty in dealing with these, they do not hesitate to ask ideas from other teachers.

Beauty supports the statement above as she asks suggestions from her coteachers before she makes decisions as Officer in Charge.

In addition, Smiley and Calmly shared the same strategy in making final decisions as they do some research and consultations with other teachers.

“Consultation with teachers (Smiley)

*“I do consultation with teachers and do some research.”
(Calmly)*

Time Management

Despite the fact of suffering from class interruption due to administrative function, many if not all Officers-In-Charge accept another role given to them for they have no choice. However, Smiley shared her strategies to cope up difficulty by managing her time.

Table 4
Coping Strategies with the Challenges Experienced

Themes	Supporting Statements
Resolving issues through Communication	Verbal communication, communicate, coordinate and refer to the concerned person
	Call the attention of the concerned person
	Verbal communication. Communicate, coordinate and refer to the concerned person
	Call the attention of the concerned person
	Call teachers for a meeting identify pros and cons then decide for the good of the school
	Consult fellow teachers call the SH through phone, refer to PTA Pres
Consultation with others	Consultation with teachers

Time Management	Ask suggestions from other teachers.
	I need to ask somebody who can help me in accomplishing the reports.
	Ask ideas from other teachers
	Time management in performing functions as a teacher and an Officer in Charge
	Time management because it's really difficult to be performing function as teacher and at the same time Officer in Charge especially when there are urgent reports, students are just given seatwork.
	Balance your time

Insights and Lessons Shared by the Participants

To gather comprehensive responses about insights and lessons shared by the participants, interview guide questions were utilized that focus on the third research question, "What are the insights of Officers- in- Charge that can be shared to their peers and other authorities?".

Table 5 presents the major themes generated from the collected data obtained from the participants. There are three major themes that emerged which are presented as follows: *Self-Improvement in Terms of Maturity, Officer-in Charge as Complex Task, and Officer-In-Charge as an opportunity for professional development.*

Self-Improvement in Terms of Maturity

Aside from dealing with the problems involving to difficulty in paper works like

"As experienced Officer in Charge, I have widened my thinking horizon. I consider the needs of my co-teachers and as an adviser I have to set the students in order not to compromise". (Singly)

urgent reports, most of the Officers -In-Charge deal also with the different people like teachers, students and parents with having different personalities. With that, Beauty

expressed her insights about what characteristics must and should have to be an effective Officer in Charge.

Surely also thinks of the necessary things like what should virtues an Officer in Charge have in order to maintain work ethics and good relationship with others.

In addition, Singly supports the claim above as she iterated that being an Officer-In-Charge helped her to widened thinking capabilities. She also added that she

“You should not be judgmental...understand different people. Should have strong personality.” (Beauty)

considers many things before she makes decisions that will not compromise both her students and co-teachers.

“As an Officer in Charge I have to act as mature individual who can control temper. I have to avoid uttering bad words and I have to be firm in my decision.” (Surey)

During the conduct of In-depth Interviews and Focus Group Discussion, most of the participants shared something that they observed when they became Officers

“Responsibility as Officer in Charge is a challenge because you have to decide as School Admin.” Lady in Charge. Dearly and Shamely tell that they observe positive improvement to themselves as they performed their duty as Officers-In-Charge.

*“Not easy to become an Officer in Charge but it’s still okay anyway it’s not every day.”
(Smartly)*

Officer-in Charge as Complex Task

Considering the role in behalf of your school heads is indeed an additional task

*"I became strong and have developed selfesteem"
(Dearly)*

as a teacher. Most of the participants from In-depth Interviews and Focus Group

*"I become more flexible. I learn to adjust with the
people around." (Shamely)*

Discussion find the task of Officers-In-Charge as difficult and challenging. Singly shared her insights as she became Officer in Charge in their school where she described it as uneasy.

Lady supports the claims above as she added that being an Officer in Charge is very challenging because her decision reflects the school administration.

*"It's not an easy task but it is challenging and
interesting." (Athly)*

Also, despite the fact that becoming an Officer in Charge is challenging, Smartly finds it alright because this role is only effective when the school head is not available.

Smiley on the other hand, finds this role as complex when their school head is not around.

In addition, Shamely realizes that the skill of being a school head is uneasy task

*"Yes, improved decision making. Making memo.
Importance of memo" (Smartly)*

especially when you do two things at a time.

Officer-In-Charge as an opportunity for professional development

Maybe most of the participants find this role as complex, uneasy or challenging, however, many if not all of the Officers-In-Charge take this as something that helps them to be professionally developed. As stated by Smiley that accepting the role of being the Officer in Charge of their school greatly enhanced her as a professional.

“Complex work of a teacher when performing SH function especially when SH is out for longer days.” (Smiley).

Smartly and Cuty support also the claim above as they observe improvement

“Not easy to become an Officer in Charge and a teacher at the same time. The skill of being a school head is difficult.” (Shamely)

on their decision making and also, they learned the importance and process of making

“Improved decision making. I know administrative matters about SIP, APP and liquidation.” (Cuty)

reports and other administrative functions.

“Developed and improved leadership. Improved communication skills both written and oral” (Smiley)

Table 5
Insights and Lessons Shared by the Participants

Themes	Supporting Statement
Self-Improvement in Terms of Maturity	<i>Understand different people</i>
	<i>Be patient</i>
	<i>Widen thinking horizon</i>
	<i>Developed self- esteem</i>
	<i>Act as mature individual, control temper</i>

	<i>More flexible</i>
Officer-in Charge as Complex Task	<i>It's not an easy task but challenging and interesting</i>
	<i>Not easy to become an Officer in Charge but it's still okay anyway it's not every day.</i>
	<i>Not easy to become an Officer in Charge and a teacher at the same time</i>
	<i>Complex work of a teacher when performing SH function especially when SH is out for longer days</i>
Officer-In-Charge as an opportunity for professional development	<i>Improved communication skills both written and oral</i>
	<i>When act as School Head you have to be firm in your decision</i>
	<i>As an Officer in Charge you have to be consultative</i>
	<i>It's not only my own decision to follow because other might have better ideas</i>

Chapter 5

DISCUSSION

This chapter presents the discussion, implications for practice and implications for future research based from the themes developed during the data. The significance of this study lies in the need to discover the truth behind the teachers' perspective on their dual role as teacher and as school Officer in Charge. It aims to go deeper into the core of the issue to bring the feelings and insights of the participants to the surface and to find out what constructs may be derived from the findings.

The objective of this phenomenological was to document the experiences, coping mechanisms and insights of the Officer in Charge, through an in-depth interview and focused group discussion.

It is in this context that I utilized qualitative research method in my investigation. The research participants of this study who underwent in-depth interviews and focus group discussion were invited to share their experiences on the issue of teaching while at the same time acting as school head as they narrate their experiences and insights and reflect on those experiences. The participants were all teachers in New Corella, Davao del Norte whose position are mixed, MT2, MT1, T3, T2 and T1

On the experiences of teacher participants of being a teacher and at the same time School In-Charge, there were 15 themes which emerged:

Experiences of School Officers-In- Charge in terms of their Administrative Function

Most school principals have a tough job because so many responsibilities fall on their shoulders. New principals especially face challenges as they undertake managerial duties and focus on instructional issues. However, principals can learn from others who have gone before them (Harper, 2018). Most effective principals know how to delegate authority to maintain a healthy work-life balance, find ways to address student mental health needs, and learn how to address the issue of displeased employees in their workplace. Effective principals are also not overwhelmed by special education requirements because they are armed with both legal knowledge and empathy. They also realize they have the power and creativity to appreciate their best teachers and know how to communicate openly about school safety protocols so students, parents and staff members feel safe.

Difficulties in Dealing Negative Attitude of Teachers

Dealing with negative teachers in the workplace can be difficult and frustrating. When things become toxic, it's far too easy to get slurped into the negativity. Let the teacher know how you feel about their negativity, and offer support and solutions to overcome their negative behavior. Teachers have the ability to greatly impact the culture of a school, and our attitudes can help or hurt student motivation, achievement, and well-being. If a teacher's negative behavior has proceeded to negatively impacting the students, it's time to get administrators involved.

Airing your work-related grievances at school can make the problem worse if the source of your frustrations finds out what you've been saying. It's better to find appropriate vents for your feelings than get caught in the trap of workplace negativity. A positive school culture starts at the top with the principal. But even the most optimistic principal knows that sacks of negativity can surface and spread, sometimes slowly and quietly and other times like wildfire. That's why wise principals always keep their gauge tuned, watching for signs of discontent.

“Negative people will always be around,” said Barbara Akon, principal of Quitman County Middle School in Marks, Mississippi. “When there is a negative staff member, one thing that you can do is to have him or her spearhead an initiative. Let that person be in charge of an activity, and that will usually stop them from being the negative one.” Dealing with frustrated or unhappy teachers and other employees who may try to destabilize principal leadership is another big issue that consumes time and energy. Among all this, principals need to maintain their own stability by creating a positive work-life balance (Harper, 2018

Suffering from Class Interruption Due to Administrative Function

The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. The duties of school administrators may vary depending on the size and type of school they work in. For example, school administrators in small day care centers (where they may be the only member of the administrative team) have different scope of responsibility than at a large college (where they may specialize in a specific area). Generally, though, School Administrators manage budgets, handle logistics and act as a point of reference for everyone in the school.

One of your biggest areas of responsibility – as well as a major challenge – is definitely influencing the performance of the students. As a principal, you would obviously want to promote learning and make sure that your students are performing as well as they possibly can. For this, you need to use academic planning tools that are cutting edge. They would help you create learning plans that are personalized in nature. This way, you would be able to create definite tasks and goals that are connected to the lessons that you are offering. This way, you can ensure that the students would be successful as well.

School Administrators are capable planners, possess good judgment, and are skilled in handling relations with various people (staff, parents, students, regulatory bodies and the public). A great School Administrator also has an attention to detail and conflict management skills.

Struggling with Decision Making

School leaders are like actors in a play where the story, the script and costumes have all changed mid-performance, and they are on stage improvising to adjust to their new role. As the head of the school, you are always accountable about the achievements of your students especially in the domain of academics. To make sure that you can fulfill all these lofty ambitions, it is very important that you use those tools which provide dashboards to analyze data and reports to easily identify the problems that may be arising in key areas such as student enrollment, success, and retention. There is clear proof that if you take decisions after analyzing the insightful reports you would be able to influence key areas of your school's functions.

Principals are increasingly involved in making instructional decisions, such as deciding which instructional program or intervention is best for his or her school. The role of principal is further complicated by the need to make decisions in the context of the school restructuring movement. Principals making school improvement decisions encounter issues and challenges in which adequate responses have not been developed. To address these problems, the school may be required to change, and each person in the organization may have to change his or her beliefs and habits. Heifetz and Linsky (2017) posited that principals engage in —an adaptive problem, managing schools and working to recreate them. As a result, principals must be adept decision-makers, school administrators and staff members may need flexibility for change to occur (Hopkins, 2006; Hopkins & Higham, 2017).

Leadership is primarily about sense-making or exercising power through decision making processes (Grisoni & Beeby, 2020). We have to accept that there will be times when we will make wrong decisions, but we should always learn from those decisions. Like most things in life, there are positive and negative consequences. We can imagine having already decided. We can also ask ourselves questions like, *“If I make this decision, will it move me closer to what I want or where I want to be?”*

Difficulty in Complying Reports

As a principal, you would always be facing complaints about class scheduling. These can come from just about everyone associated with your school. This includes people such as teachers, students, and general nonteaching staff. You can always use an cognitively reframe your scheduling. This way, your instructors would find it a lot easier to manage class schedules even if they have to do it for many courses, rooms, and faculty at a time. If the scheduling is innovative it can help do away with various conflicts that normally happen when you do schedule work in a manual way. This way, you are also able to have substitutes for your regular teachers.

This, in turn, helps you maintain continuity in terms of instruction. Results indicate that principals are facing emerging challenges never before seen in education, including the overwhelming effects of poverty, increasing pressures on student achievement, the breakdown of communities, lack of financial resources, and a host of other issues, many of which coalesce to further complicate

Ecstatic Feeling of the Experience

Principals must be skilled in a variety of areas, including interpersonal relationships, staff coaching, progressive discipline, systems management, community relations, ICT use, project planning and management, curriculum development, public speaking, marketing and promotion, negotiations, and many others. They must be good humored, patient, energetic, focused, flexible, accessible, open minded, adaptable, and of course highly organized. It is a highly rewarding career, and principals are still treated with great respect and esteem in the community. School leaders can strengthen the recruitment, development and retention of teachers, as well as lift student outcomes, remain of crucial importance for continued improvement of education. The key relationships in the ways school leaders strengthen teacher recruitment, development and retention were shown to include factors such as teacher satisfaction, school effectiveness, improvement, capacity, teacher leadership, distributive leadership, organizational learning, and development. School leaders can be a major influence on these school-level factors as well as help buffer against the excesses of the mounting and sometimes contradictory external pressures. Teachers who work together in a meaningful and purposeful ways have been found to be more likely to remain in the profession because they feel valued and supported in their work.

Coping Strategies with the Challenges Experienced

School Head is in a unique position to influence the implementation of these guiding principles and to affect the overall quality of teacher professional development. One of the primary tasks of school principals is to create and

maintain positive, and healthy teaching and learning environments for everyone in the school, including the professional staff.

Effective communication skills that build a positive school environment are self-awareness; sending direct, complete, relevant, congruent messages; listening; using feedback and being aware of what we are communicating nonverbally. Having to deal with teacher conflicts in school is unusual but not unheard of. As with any workplace, sometimes teachers prefer some colleagues to others, or have educational approaches or personalities that don't mix. But when a disagreement rises to a level that draws outside attention, the principal has to take action. Effectiveness of using staff meetings as a means of communication in schools and the effectiveness of communication.

Resolving issues through Communication

School leaders who tend to listen better to their employees gain confidence from them and let them know that their opinions too count. When School Heads have excellent communication skills, they can keep their team morale high and help resolve conflicts in time before they go out of hand. A lack of communication can ultimately lead to low morale. Because ineffective communication can create misunderstandings, missed opportunities, conflict, the dissemination of misinformation and mistrust, employees might just feel overall defeated.

Effective communication is important to your career because it helps you to produce effective results that in return brings desired success in your professional life. Eye contact with people you are communicating with. The

world would be ours to create because we would have no way to understanding each other, and possibly the world. But there would be no way to communicate this to others. Even without verbal or written communication the world would thrive on language, body language. Conflict cannot be avoided as it is a fact of human existence and if people can understand it and its effects on the effectiveness of work; conflict can be made helpful and be used to obtain better results.

To manage conflict in an organization, Spaho (2019) recommends that all levels of management have a responsibility for good communication and conflict management in an organization as many factors prevent employees from direct and open communication, whose consequence is an increased risk of conflict situations. It would be safe to thus say that an unresolved conflict in the workplace can among others, negatively affect employee performance and productivity, make employees suspicious of each other as well as result in poor teamwork. For this reason, then, it becomes important for managers to use direct communication on time so as to mitigate conflict or minimize its impacts (Spaho 2019).

Consultation with others

Effective consultation to take place in schools it is imperative that both education leaders and teachers have a common understanding as to what a consultative process actually is. Effective communication underpins the knowledge, skills and dispositions principals require to have a direct and indirect influence on student outcomes, as identified in the Best Evidence Synthesis on leadership. Many problems, in and out of schools, can be directly traced to the effectiveness of your and your school's communications whether

information was communicated or not, what was communicated, how it was communicated, and who communicated it. To increase their influence, school leaders need to play a more active role in instructional leadership by: monitoring and evaluating teacher performance; conducting and arranging for mentoring and coaching; planning teacher professional development; and orchestrating teamwork and collaborative learning.

Consultation in schools involves seeking feedback through a formal conversation about an issue or proposal. Feedback incorporates the different opinions that people may hold in regard to matter under discussion. Consultation is a difficult process to lead, particularly with complex issues. It can be a lengthy process too. Subsequently, there needs to be an understanding as to why consultation does not take place or few people are involved in a decision, especially if matters are time sensitive and a deadline cannot be moved. Teachers must understand that consultation involves leaders taking the feedback and making decisions with it. This could mean that none, some or all the feedback is embraced in the decision-making actions.

Leaders have a duty to clearly explain this before the consultation process starts, as frequently consultation, to those involved, is about winners and losers. It is important to explain that following consultation, some people may not be happy with the final outcome. The best way to communicate with teachers is to show them that you value their time. Meet them in their classroom rather than your office, turn off notifications on your phone and computer, and open the conversation by asking questions. Show teachers that you know their time is valuable and that their voices matter. Of all the approaches to consultation, behavioral consultation appears to have the most defined structure for facilitating problem solving.

Specifically, behavioral consultation has been defined as a series of stages that direct and focus the problem-solving inquiries between a consultant and a consultee. Consultation is important to schools and can help in the establishment of healthy school cultures and good decision-making in the best interests of the school the students and its staff. Consultation is also an opportunity for school leaders also to reinforce the mission, vision and values of the school before matters begin to get discussed. Achieving consensus through consultation will be both difficult and time-consuming but as long as the school community understand and embrace the process of consultation, greater results will be achieved.

Time Management

Time is the most crucial resource to be considered in the performance of any activity. Time determines the imperativeness of any other resources in accomplishing organizational set out objectives and goals (Ugwulashi, 2017).

It is an essential resource every manager needs to achieve the goals and objectives of an organization (Adejo, 2020). Time, according to Nwaiwu (2000), is the interval between the beginning and the end of an operation. Remember what's really important to you and prepare yourself inwardly to meet whatever the day brings. Have a plan for what you want to accomplish. Have a set of reasonable goals for what you will be able to do that day.

The complexity and variety of competing responsibilities associated with being a school principal are rivaled by few other occupations. Managing everything can seem overwhelming, with principals citing time management as one of the top three challenges of their jobs (Grissom, Loeb, & Mitani, 2020). Principals often find their time eaten up by necessary but less important tasks and activities. Managing time pressures created by others deserves special

mention. Often priorities need to change and be adjusted to fit the unexpected. Phone calls, unscheduled visitors, mail you did not ask for, and even some meetings fit into this category. Staff and board members passing the buck can also be an issue here. Fortunately, there are strategies principals can use to make the most of their time and keep their focus on what is truly most important rather than just what is most urgent. Here are some effective ways to help you take control of your time to lead your school more efficiently and effectively. School head must develop the ability to say "no." The best leaders know how to get the most amount of priority work done in a day, and that can't be done if you take on every request. Managing your time effectively, therefore, sounds like the stuff dreams are made of.

Time management also depends on the principle of effectiveness. This means focusing on the most important issues/tasks as 'there will never be enough time to do everything you have to do'. Effective time management is a universal remedy to administrative effectiveness and not an excuse. Effective time management will improve staff productivity, make scheduling of jobs easier, make staff to perform tasks at their highest skill level, helping staff to prioritize and accomplish important task, recording and guiding the organization towards achieving its set goals.

Insights of Officers in Charge that can be shared their peers and other authorities

Leadership has long been seen as a key factor in organizational effectiveness, and the interest in educational leadership has increased over recent decades. School Head are ultimately responsible for the smooth running

of a school, the academic achievement of its pupils and the management of its staff. School Heads lead, motivate and manage staff by delegating responsibility, setting expectations and targets and evaluating staff performance against them. It provides and manages various elements of the teaching-learning situation such as the learners, the teachers, the curriculum and the socio-physical environment. There are different functions of administration in school management programmed. These are planning, organizing, directing and controlling.

An excellent school administrator is an instructional leader with strong ethics, dynamic personality, and unyielding commitment to students. An excellent administrator empowers others to accomplish their responsibilities in a manner, which enhances the individual and collective growth of the school population.

Self-Improvement in Terms of Maturity

Effective School Head works relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. Among his personal qualities, a headteacher should be companionable and of a jovial disposition. Never aweinspiring, he must like children and be seen to be tolerant in his dealings with them.

Yet, another desired quality is constituency in all his dealings with the students who look for it and readily respond to it. Schools need gradually improving in order to develop, and sometimes it would not achieve the goal.

The mature of principal's transformational leadership provide an important influence for school development. Under this influence, school members can have positive attitude; school development can performance upward trend. Thus, the school development and the principals' transformational leadership becoming integrated guarantee schools' education quality. The school idea determines the development direction of the school, which is the school management's awareness or beliefs after the principal's thinking activity of the objective existence.

Officer-in Charge as Complex Task

The leadership of educational change in schools is a complex task, particularly at a time when schools are being granted greater autonomy but are also under greater scrutiny through the publication of high stakes test results. The creation and implementation of a shared school vision. The nurturing and sustaining of a culture and instructional program conducive to learning and staff development. The ensuring of the management of school operations to produce a safe and effective learning environment. School leaders have to be able to adapt the teaching programmed to local needs, promote teamwork among teachers and engage in teacher monitoring, evaluation and professional development.

With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school

community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives.

Officer-In-Charge as an opportunity for professional development

Principals oversee all higher-level operations in a school. They create a safe learning environment and set performance goals both for students and teachers, and oversee the process so that those goals are attained. Effective principals ensure that their schools allow both adults and children to put learning at the center of their daily activities. Such "a healthy school environment," as Vanderbilt researchers call it, is characterized by basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction.

Many principals work to engage parents and others outside the immediate school community, such as local business people. But what does it take to make sure these efforts are worth the time and toil required? While there is considerable interest in this question, the evidence on how to answer it is relatively weak. broad and longstanding consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization. Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and

learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone

Implications for Practice

Based on the findings, the following implications for practice are offered:

On the *Difficulties in Dealing Negative Attitude of Teachers*-It has been described as a practice which teachers lack skill and competence in dealing with fellow teachers. For this reason, conducting a thorough monitoring and supervision of schools by school administrators and other DepEd officials have to be given emphasis so as to provide technical assistance.

On the *Suffering from Class Interruption Due to Administrative Function*. It was shared by most of the participants that being Officers-In-Charge interrupt classroom discussions. Therefore, DepEd officials have to hire floating or subject teachers as substitute teachers to those who have been designated to be the Officers- in- Charge in order to maintain the momentum of the students learning.

On *Struggling with Decision Making*. It has been shown that OfficersInCharge experienced troubles in making of decisions as they are worried of its possible reflection to the school administration. With that, there should be seminars to be conducted that will orient Officers- in- Charge in different schools. Continuous supervision is also a good option for professional development of the teachers.

On *Difficulty in Complying Reports*. Many Officers-In-Charge

experienced difficulty most especially in making urgent reports that sometimes they feel unrelated. Thus, aside from supervision with the school heads, DepEd Officials should take considerations for those school that were only represented by Officers- in- Charge as they are not fully developed in this role like principals. However, School Administrators should provide technical assistance to these teachers in terms of making reports.

Implications for Further Research

In as much as this study is limited to only few public schools in New Corella, Davao del Norte, the following implications for future research are advanced:

Since the findings of this particular study are not generalizable beyond the 14 participants, future research may be conducted investigating teachers' perspective in context of teaching and at the same time leading a school with another group of participants in order to substantiate the findings.

Also, further researches may be done to re-interview some of the study respondents to see whether their views and perceptions have changed over a period of time.

This study was specifically done for teachers in public schools. Further research could be done to investigate the same phenomenon among teachers of the private schools.

Concluding Remarks

Delving into this research endeavor enables the researcher to adhere the sentiments and listen to the voices of the teachers on their perceptions on school leadership in the Division of Davao del Norte. It is my privilege to

encounter teachers who were willing to share their experiences, coping strategies and sharing their insights in performing role as school head and at the same time teacher. Furthermore, the researcher is also grateful that the results of the study would somehow become an avenue for the teachers to grow professionally and maturely.

DepEd officials should allocate budget for floating teacher in each school in order not to paralyze classes when one becomes an Officer- in- Charge performing extra work.

LGU, may provide LSB teacher to augment teachers in school to avoid disruption of classes of a teacher who will act as Officer- in- Charge in the absence of school head.

For those who will experience as Officer- in- Charge, adhere to the possibilities that you can make which are beneficial both to your students and to the whole school operation. Despite and in spite of the failures you will encounter and for others to encounter remember that there is always sunshine after the rain. Hence, time management must be given extra consideration to perform both tasks smoothly. Commitment and dedication are essential values in order to hurdle the different experiences you will encounter.

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