THE DUAL ROLE OF BEING A TEACHER AND A SCHOOL   MANAGER: VOICES OF TEACHERS-IN-CHARGE

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ABSTRACT
The purpose of this phenomenological study was to explore the experiences of 17 teachers-in-charge who played a dual role, a classroom teacher and school manager in selected Public Secondary Schools in General Santos City and Sarangani Province, South Cotabato. There were eight male and nine female participants who assumed dual roles. This study employed in-depth interview and focus group discussion to explore the experiences, challenges and insights of the teachers-in charge as they exercise such roles in their own school. Results revealed that all the teachers-in-charge have experienced being torn between two functions, dealing with supervising instruction, managing the school in facing hindrances and frustrations in handling people, dealing with fiscal restrictions, feeling accomplished, and growing personally and professionally. Challenges faced by teachers-in-charge revealed that they need to be resourceful, establish good rapport with stakeholders and practice shared responsibility to realize the schools vision. Similarly, having dual role also gained insights in building a strong foundation of trust among constituents and commitment in developing values towards the realization of the schools' vision and mission. Moreover, the results may prepare them in designing interventions to respond more responsibly to the instructional and school management challenges.

Keyword: teacher-in-charge, principal, dual role, phenomenology, Philippines

INTRODUCTION
In every school, there are teachers whose teaching and leadership extend beyond their own classrooms. Such teachers have shown exemplary teaching competencies and are delegated to take leadership roles which prompted them to influence change in their schools. They experienced professional restlessness what some have called the 'leadership itch'. These professionals find a variety of ways to exercise dual roles. Sometimes on their own initiative and sometimes within a more formal structure (Atieno & Simatwa, 2012).

Teachers-in-charge are faced with a number of challenges in the performance of dual roles as classroom teacher and at the same time as school manager. Among others, they have to ensure good interaction with stakeholders in order to have an impact on classroom instructional practices. Pursuant to Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155 (Governance of Basic Education Act of 2001) states that there shall be a school head for all Public Elementary and Secondary Schools. However, some public elementary and secondary schools in the Division of General Santos City and Sarangani Province are managed by teachers-in-charge. These teachers-in-charge are performing dual roles, teaching and management roles and that they face tasks that have been accompanied by a decision to extend

their sphere of influence beyond the classroom and into school wide leadership activities (Barnett, Copland & Shoho, 2009).

A research study reveals a knowledge gap related to teachers-in-charge performance of their dual roles and their ability to performing the one that is mandated to them. Various studies have been done on different aspects of management such as the ability to interpret and implement the power given to them by law, the relationship between the teacher-in-charge as school manager and the stakeholders, and their understanding of such power and the importance of understanding the principles contained in DepEd policies (Atieno & Simatwa, 2012).

Moreover, most of the studies, particularly in the Division of General Santos City and Sarangani Province, have been conducted either in the Private Elementary or in the Private Secondary school. From the literature it appeared that there was a need to do research on how teachers-in-charge in Public Elementary and Secondary schools perform their dual roles. The available literature also indicated gap in understanding how teachers-in-charge manage their roles as teachers-in-charge and as school managers (Wahlstrom & Louis, 2008).

This study was deemed important as it helped to fill the gap in knowledge on how the teachers-in-charge perform their teaching and management roles. This study also identified the experiences by the study participants and how they managed those experiences and challenges.

Purpose of the Study

The purpose of this qualitative inquiry employing phenomenological approach was to explore the experiences, challenges and insights of teachers-in-charge in the performance of their roles as teachers and school managers. In spite of the fact that roles continue to expand, little is known about the teachers-in-charge who take on leadership and teaching roles.

This research purposively intends to understand the complexities involved in creating and implementing teaching and leadership positions for teachers. The responses of the teachers-in-charge who came from Public Elementary and Secondary Schools in the Division of General Santos City and Sarangani Province were gathered using interview and focus group discussion. These data were viewed qualitatively with the intent to understand responsibilities involved with leadership and teaching.

Theoretical Lens

This study was anchored on the Role Theory by Biddle (1979). The concept of role theory provides a framework to examine the role of teachers-in- charge while carrying out teaching tasks and at the same time implementing educational reform policies as leader in their respective schools. Role Theory is the study of behaviour that is characteristics of persons within contexts and as phenomenon patterned human behaviour. Another author stated that role theory provides a conceptualization of employee's role-adoption and role-enactment behaviours. Specifically, it focuses on the roles that individuals enact in social systems that are pre-planned, task-oriented and hierarchical, and therefore form a vital function in the achievement of organizational goals (Elmore, 2008; Hunt & Stein, 2012).

The Role Ambiguity Theory by Biddle (1979) argued that role conflict violated both the chain of command principle and the unity of command principle in classic organization theory. In addition, Role conflict is a situation in which two persons are unable to establish a satisfactory

complimentary or reciprocal relationship. Moreover, conflict may also occur within the same person, such as with teachers put into leadership roles. Role ambiguity comes from contradictory elements or vagueness in job roles. These theories about role conflict and role ambiguity can explain why there are different perceptions of teacher leadership, as well as identify problems these differences create in the workplace (Botha, 2004).

Delimitation and Limitations of the Study

This study involved 17 participants, nine were women and eight were men who are all currently teaching in Public Elementary and Secondary Schools in the Division of General Santos City and Sarangani Province. They have teaching experiences which ranged from 3 to 6 years and are assigned in the rural areas. Most of them ages from 30 years old and above. One focus group discussion was conducted with six participants, two from the grade school and four from high school. All of them were from the same locale and also chosen in the same way as the key informants.

Gathered responses were used to describe the experiences, challenges and insights of the teachers-in-charge in the performance of their dual roles as teachers and school managers. The research aligned itself with the adoption of a qualitative research. The ideas expressed by these individuals were used to sort out issues, insights and perceptions related to handling dual roles in teaching and in managing of schools. For purposes of confidentiality, the participants were given pseudonyms.

As a researcher, I relied upon the views of the teachers-in-charge instead of the dual role performance being studied. In this research, I did not stand above or outside the research but I was an active listener of their insights and experiences as teachers-in-charge. The reality of each participant's experience lies within the individual and each was subjectively involved in his or her experiences.

II. REVIEW OF RELATED LITERATURE

The literature review explores the themes of instructional and school leadership through the lens of the teachers-in-charge. It endeavors to highlight the value of these dual leadership roles. Additionally, it explores the challenges of the teachers-in-charge assuming instructional leadership and management roles.

Teachers-in-charge Assume Teaching and Management Roles

The need for teachers-in-charge to assume teaching and management roles is not unusual, as every type of organization requires individuals to play certain roles. The assigned roles must be adopted by each individual in order for the organization to function effectively. However, the lack of clarity and ambiguity surrounding what the role should entail is unusual, and it leads to low levels of morale among teachers-in-charge. In this regard, it is important that employees may be required to fulfill an array of roles and this may be problematic if the complexity of results causes the employee to be unable to enact them according to the expectations of others (Gorton, 1987).

Furthermore, there has been sparse amount of academic research on how teachers- in –charge assume school leadership and instructional roles in the setting of the Philippine Education system. The dual roles that these teachers assume while carrying out instructional competencies

and handling management concerns of the schools need to be better defined so that the expectations of them become more explicit and enjoy a mainly positive experience of school leadership. A redistribution of power and a realignment of authority would allow for the creation of conditions where increased job satisfaction could be created by people working cooperatively to drive school improvement and change. Roles are fundamentally about purposes, expected by and taken from others or created and made by one self. In addition, teachers-in-charge assuming both the roles of a teacher and a school head is expected to possess the following leadership dimensions: Education Leadership, People Leadership and Strategic Leadership (Hoerr, 2007; Gorton, 1987).

Pursuant to Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155 (Governance of Basic Education Act of 2001), there shall be a school head for all public elementary and secondary schools or a cluster thereof. A school head is a person responsible for the administrative and instructional supervision of the school or cluster of schools. However, not all schools can be headed by a school principal since there is a scarcity of the qualified school leaders in the locale. Hence, some schools are designated by the Schools Division Superintendent with teachers-in-charge who must have teaching experience of at least three years. It is within the framework of leadership that the succeeding guidelines on the selection, promotion, and designation of school heads have been formulated. There is currently no mandatory preparation or training as a part of the professional socialization for the position of the teachers- in –charge, and the general requirement is successful prior work experience as a teacher (Kwan & Walker, 2008).

A more recent research found that teachers-in-charge who assume dual roles are expected to engage in a variety of potentially complex instructional and challenging management and leadership activities. This identified role for the teachers- in –charge is described in terms of traditional and restricted sets of administrative, managerial and custodial responsibilities, and little has been done to advance an alternative, future-focused, strategic and collaborative leadership view of the role needed to meet the increasing complexity of schools. It is evident that the school leader or principal has an instrumental role. As a growing number of principals retire, the need for a new generation of principals who can positively influence a school and provide instructional leadership is paramount. One source for replacing principals was teacher in charge who serves as a steppingstone to the principalship (Cranston, Tromans & Reugebrink, 2014).

However, there is a general lack of a sound conceptual understanding of what is meant by teachers- in –charge dual role assumption. In fact, there is no universal role definition for teachers- in –charge and no literature made any attempt to illustrate the nature of the dual roles they assume. Moreover, the role emerged in response to unprecedented growth in student numbers in schools and simultaneous increases in principals' responsibilities being described as the invisible role and the neglected role and with no great attempt made to 'unpack' the deputy-principalship, leaving an 'ambiguous and unrecognised role with poorly defined tasks. It follows that the position as assistant should serve as an effective training ground for the principalship which is dependent on the experiences and responsibilities that the assistant principal has (Bolman & Deal, 2008; Kwan, 2009; Shoho, Barnett & Tooms, 2011).

Furthermore, there has been an increased demand to prepare students to be twenty-first century learners who are workforce ready, having the ability to perform in a highly competitive,

technological and globalized society. In order to meet these needs, schools require a new generation of leaders who can transform schools and provide instructional leadership unlike previous generations. Research has shown that leadership is one of the fundamental elements that influence school effectiveness. A recent longitudinal study of distributed leadership found that principals directly impact the school's academic capacity and indirectly influence student growth (Heck & Hallinger, 2009).

Research undertaken in Australia also identified seven major roles: strategic leadership, education and curriculum leadership, management and administration, student issues, parent and community issues, staffing issues and operational issues. The main message from both studies was that teachers-in-charge were forced to take on more, different and sometimes contradictory roles. The teachers-in-charge have a clear set of accountabilities, which distinguish their work from other employees in the Teaching Service and the education community and are set out in detail in the contract of employment. The teacher-in-charge is accountable for the overall leadership, management and development of the school within state-wide guidelines and Government policies (Kwan & Walker,2008).

The core accountabilities of all principals is to ensure the delivery of a comprehensive, high quality education program to all students; provide a child safe environment in accordance with the child safe standards; be executive officer of the school council; implement decisions of the school council; establish and manage financial systems in accordance with the Department and school council requirements. At the same time, the teacher-in-charge must ensure that adequate and appropriate advice is provided to the council on educational and other matters; that the decisions of the council are implemented; and that adequate support and resources are provided for the conduct of council meetings. Recent studies have confirmed that dual roles assumed by teachers-in-charge differ in terms of the degree of their involvement in instructional leadership, personnel management, interaction with the educational hierarchy, professional development, resource management, public relations and student management (Cranston et al., 2014).

In addition, the teachers-in-charge has a leadership role in promoting the educational achievement of every looked after child on the school's roll. they also represent the Department in the school and the local community; contribute to system-wide activities, including policy and strategic planning and development; effectively manage and integrate the resources available to the school; appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations; report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate; comply with regulatory and legislative requirements and Department policies and procedures. There is a policy deficit in defining and detailing the role of the teachers-in-charge as key contributors to school effectiveness (Kruger, 2003).

Nonetheless, this result in role ambiguity occurs when the individual has insufficient knowledge of the expectations of an assigned position. Schools are undergoing significant changes as they respond to the needs of 21st Century learners. In line with the workforce agreement, teachers-in-charge have been remodelling themselves in ways that mean not all aspects of the job of the designated teacher need necessarily be carried out by a single individual or by a qualified teacher. As schools continue to face demands to improve student performance the job description is becoming more complex as principals strive to be an integral part of the instructional program

to transform twenty-first century schools. Given the impact of school leadership on academic performance the activities and job responsibilities of a teacher-in-charge do not prepare leaders for the principalship (Bush, 2011; Barnett et al., 2012; Kwan, 2009; Armstrong, 2009).

Teachers-in-charge Face Challenges in Managing a School
There is no existing framework to guide teachers-in-charge and provide structure to their instructional and school leadership roles. The role reflects the historical expectations as well as new administrative functions as a consequence of educational reform. Role is defined as the set of activities that the individual is expected to perform. School improvement is believed to be closely associated with 'change activities', which raise the effectiveness of a school by increasing the desired outcomes for learners. In relation to this, numerous studies have found that school leaders, particularly school principals, and teachers-in-charge are the active change agents in school and have a pivotal role in achieving school effectiveness (Bush, 2008).

Schools are bureaucratic organizations and it describe school organizations in the following way: Organizations are essentially collectivities of people, who define policies, generate structures, manipulate resources and engage in activities to achieve their desired ends in keeping with their individual and collective values and needs. In the human service organisation called a school, one of these desired ends is helping people to learn. Individuals like deputy-principals occupy positions within this collection of people and their hierarchies, but with obligations (Fraenkel & Wallen, 2000).

During the last couple of decades, research literature which focuses on school effectiveness and change claims that the role of teachers-in-charge who take the roles of school principals should not be just as administrators and managers but as change leaders. In addition, this view about the role as the key agent for change is also seen by researchers that they are in a position to shape the conditions of their organizations and to build the capacity needed to implement new programmes or to follow new. Teachers-in-charge are generally expected to carry on the roles of the school principals which have a litany of characteristics such as building partnerships; creating collaborative networks and alliances; setting directions; consulting widely; empowering and mobilising others; understanding complexity; demonstrating integrity; translating strategy into action and facilitating capability building (Edgerson, Kritsonis & Herrington, 2006).

The roles and characteristics of the school principals in the position of the teachers-in-charge as the key agents for facilitating and supporting change are summarized as follows: facilitate the development of a shared or collective vision that expresses the moral purpose and goals of the reform and set clear directions to which the work of all staff can be aligned; promote professional development to enhance the knowledge, skills and dispositions of teacher and other staff by connecting them to opportunities for professional learning; cultivate the cultural norms and provide the structural organizational conditions and technical resources to support the vision; maintain a coordinated focus on teaching and learning with high expectations for student learning; involve and inspire individuals to be committed to contribute through collective leadership to a common objective (Day et al., 2010).

As the teachers-in-charge face more role changes and increasing accountability, they are likely to encounter numerous challenges – both old and new – in their daily work. One of the challenges is the emphasis on the teachers-in-charge to take the lead role for teaching and learning, that

contradicts with the concept of 'self-management schools. The latter brings an intensified workload for the teachers-in-charge as school leaders who are supposed to be more concerned with management and administrative tasks than leading teaching and learning and this challenge is apparent for the principals (Fullan, 2007).

To comply with the emergence of educational reforms, as pointed out by a growing body of research literature, teachers-in-charge are supposed to draw on both leadership and management skills and teaching competencies which will eventually contribute to enhanced responsibilities and accountabilities for schools. This would mean that the challenge for principals tends to be heightened as there is a greater need to consult with the communities regarding decisions affecting their schools and ways of empowering other members through the delegation and sharing of leadership responsibilities (Day et al., 2010).

Another study by Cardno (2012) states that the principal is accountable to the Board of Trustees as the chief executive of the board and is responsible for the professional leadership of the school. Hopkins (2008) also comment that: The challenge is now to see if we can find some creative ways to provide more balance in the role of the teachers-in-charge , and to find ways to create common ground between the needs of individual schools and the government agencies that fund, support, and review them (Dimmock, 2012).

The changing roles of teachers-in-charge as school leaders have been broadly related to a shared responsibility into category. The first category of these role changes is the local management of school, which is often referred to as site-based management or site-council governance. Within this role, decision-making is brought down closer to the school and school officials and parents are empowered with more authority in decision-making. The second category is the 'tension between management and leadership, which is partly due to the implementation of the local management of the schools, and its dilemma whether to focus on professional matters and teaching-learning issues, or to tackle the overload of administrative work. The third category is the increased accountability, which means school principals have to confront increasing pressures and to be accountable for a higher expectation of their students' academic achievements. School leaders are expected more than before to perform their roles more effectively, and these demands arise from two contrasting sources: the accountability pressures and the devolution to the school level (Bush, 2008; Dimmock, 2012).

Moreover, the additional responsibilities imposed on principals in many countries make great demands on post-holders, especially those embarking on the role for the first time. Teachers-in-charge are facing immense and growing accountability pressures in many countries, with the expectation from the government, parents and general public for schools to achieve challenging outcomes through the principals. Therefore, the appropriate configuration of educational role of teachers-in-charge could be claimed to be the facilitator of processes like collaborative inquiry, problem solving, and school development (Reitzug, West, & Angel, 2008).

The role of teachers-in-charge as an educational leader is closely associated with a broad range of important expectations. For example, the principal as an instructional leader is expected to have a good understanding of the components of quality teaching and to be very knowledgeable about the curriculum to make sure that students are being provided with appropriate learning experience and knowledge. It is expected that teachers-in-charge are able to demonstrate their ability in leading and improving the teaching practices through his or her constructive feedback,

or their professional competence of designing a system which enables other people in their institution to provide this support (Wahlstrom & Louis, 2008).

Furthermore, it is noted that teachers-in-charge as contemporary school administrators play a daunting array of roles. They must be educational visionaries and change agents, instructional leaders, curriculum and assessment experts, budget analysts, facility managers, special program administrators, and community builders. New expectations for schools that they successfully teach a broad range of students with different needs, while steadily improving achievement for all students mean that schools typically must be redesigned rather than merely administered. It follows that principals also need a sophisticated understanding of organizations and organizational change (Bush 2008; Darling-Hammond, LaPointe, Meyerson, & Orr, 2009).

Further, as approaches to funding schools change, principals are expected to make sound resource allocations that are likely to improve achievement for students. The literature makes apparent that the role of the school principal has undergone substantial changes in a recent reform environment and has become more complex and diverse. Therefore, school principals have to confront the challenges that come with these changes and the expansion of their new roles (Cardno, 2012).

Teachers-in-charge are expected to have good rapport with stakeholders. Teachers-in-charge should learn to perform their jobs well in order to bring about improvements and benefits to their schools and, eventually, to fulfill their role and duty in serving the needs of their learners. The concept of leadership development has been perceived and defined with a range of varied understandings and explanations. Teachers-in-charge as school leaders employ leadership development as the expansion of the collective capacity of members in an organisation in order to enable effective leadership roles and processes. Leadership development also implies the notion of capacity building and involvement of groups of people in an organisation to learn their way out of the problems that could not have been predicted (Rhodes & Brundrett, 2012).

Leadership development should be context specific with the major focus on process rather than content. In leadership development, learning should be individualised, include participant's challenge and be based on intrinsic motivation. Principals take an active role in the identification, development and succession of middle level leaders, advocating for a more explicit approach in building leadership capabilities at all levels of a school hierarchy. Additionally, effective leadership development contributes to the progression from classroom to school leadership and becomes a moral obligation of education systems worldwide. To be qualified for the role of a classroom teacher is no longer sufficient for the role of leadership; Leadership development is a complex construct that inherently involves change. Therefore, the notion of further examination and discussion of this leadership development term should be deemed necessary (Bush 2008; Bush, 2014).

Teachers-in-charge need professional development and support. observed that appointment of school leaders like principals and deputies is done on the assumption that the pre-service training that they underwent to prepare them for teaching, coupled with the experience that they get as practicing teachers are enough to enable them discharge their roles effectively (Olson, 2000).

It is assumed that when the teachers-in-charge assume office, they will learn on the job and that they will attend in- 21 service training to equip them with emerging managerial challenges. However, from the own experiences of Teachers-in-charge and in view of how they have been

discharging their roles, it raises questions about their preparedness. Training improves workers' effectiveness in discharging their functions. It is therefore important that training needs for school heads are addressed immediately one is appointed. This would render them effective in discharging their managerial duties such as implementing educational policies (West & Angel, 2008).

Most principals and deputy principals take up management positions without formal training in leadership. Lack of confidence in their work especially in handling personnel in their schools are some of the common challenges experienced by them. School leaders in this study have shortcoming in the following areas: general administrative duties; planning and financial management; keeping of school records; personnel management and development; curriculum implementation and evaluation and lastly in areas pertaining to teamwork in the school. These challenges clearly indicate that management of education institutions demands sophisticated skills that would enable teachers-in-charge as school managers to steer the systems effectively and efficiently. These individuals as school administrators need formal training to ensure effective administration of schools (McKenzie, Mulford & Anderson, 2007).

The studies reviewed above affirmed that adequate training in management is mandatory for teachers-in-charge to carry out their duties effectively and efficiently. Due to inadequate training, they are facing many challenges as they discharge their duties. The researcher will therefore explore the skills possessed by teachers-in-charge and on what areas they need capacity building in. The importance of training teachers-in-charge cannot be over emphasized be it in industry, public service, or in educational institutions as their quality to a large extent determines an organization success or failure.

Teachers-in-charge Insights from Carrying out Teaching and Managing a School
Trustworthiness is the key. Teachers-in-charge as managers and leaders in education need to develop new skills and ways of working as a response to the pace of change and to be adaptable and responsive to localised circumstances (UNICEF-UNESCO, 2009). The emphasis on leadership development and the importance of headship preparation are, therefore, seen to have increased considerably in the twenty-first century, and, given the increasing body of evidence that leadership does make a difference, the spotlight turns to focus on the preparation required for developing appropriate leadership behaviour (Bush, 2008)

Professional preparation is essential. These are as follows: principal training program need to be more selective – probing process for choosing candidates for training is the essential first step in creating a more capable and diverse corps of future principals; aspiring principals need training that prepares them to lead improved instruction and school change, not just manage buildings; districts should do more to exercise their power to raise the quality of principal training, so that graduates better meet their needs; states could make better use of their power to influence the quality of leadership training through standard-setting, program accreditation, principal certification and financial support for highly qualified candidates; and principals – especially in their first years on the job – need high-quality mentoring and professional development tailored to individual and district needs (Atieno & Sumatwa, 2012).

Effects on student learning centre on the leader's role in shaping the school's instructional climate and organisation. All this interest in school leadership has led to a growth of external

scrutiny and monitoring of schools, and this has created its own set of tensions. Teachers-in-charge, now more than ever, have to cope with change and complexity (Mestry, 2004).

Moreover, the contemporary school leader must be politically astute, a successful professional entrepreneur, a skilled mediator and an effective agent of change. Therefore, the basis of power is a sound knowledge of how organisations function, interpersonal relations, group dynamics, personal management and people's values (Leithwood & Jantzi, 2008).

Management is somewhat different to leadership. Inman (2011) distinguishes between leadership and management, the latter being concerned with consistency and order and the former with constructive or adaptive change. Leadership to values or purposes while management is related more to implementation or technical issues. Moos and Huber (2007) argues that leadership is a process that is similar to management in many ways. It is particularly important to clarify this distinction as the management of change is an everyday feature of school practice, and change in a school is particularly affected by human variables (Timberlake, 2008).

Both leadership and management are necessary and important due to the variety of issues pertaining to the role of principal. Leadership preparation is an important influence on the ultimate performance of learners in educational settings, hence the emerging awareness among all the educational partners that the preparation and development of school leaders cannot be left to chance (Clarke, Wildy & Pepper, 2007).

However, there is little agreement on how to organize and develop preparation for future leadership with contradictory views on whether or not principals' preparatory courses adequately prepare new principals for their roles, which is surprising, as 'increasingly elaborate and extensive programs of training, assessment and certification, especially for Teachers-in-charge have mushroomed in many parts of the world (Retelle, 2010).

A lot of research suggests that leadership courses are not an adequate preparation for teachers-in-charge just like future principals. There is a need to look into more effective approaches for the development of educational leaders, particularly as new professional standards for school leaders require university programmes to develop standards-based curricula and modify programme delivery formats. Much of the research on leadership preparation has consisted of case studies of innovative programme models and survey-based investigations of the efficacy of specific programme features (Rooney, 2008).

School leadership was the breadth of experience of a Teachers-in-charge, and their research revealed that the possibility of becoming a school principal without going through a considerable period as a deputy was very rare in secondary schools. The quality of headship is heavily influenced by the opportunity given to experience various tasks throughout the career path of teachers (Cowie & Crawford, 2007).

Teachers-in-charge who act like principals would feel ready for the management role because of the extensive preparation they had undergone but because of their long-term initiation into a management identity. Future leaders like Teachers-in-charge need to have the opportunities to practice the skills and abilities the job demands in order to deal productively and confidently with the leadership and management issues they are likely to face on appointment (Torres, Zellner & Erlandson, 2008).

Becoming a school leader is a transformative process. Becoming a principal for Teachers-in-charge is a complex process as it requires a person to change their educational career, so there is

an intricate process of learning and reflection that requires socialization into a new community of practice and assumption of a new role identity. The transition requires a careful balance of knowledge development through classroom learning activities and skills development through situated learning activities guided by qualified professionals (Karstanje & Webber, 2008).

It is generally important that Teachers-in-charge as future leaders be selected on the basis of having more than successful teaching experience, important as that is for new principals. When the decision has been made to participate on a formal leadership course of preparation, a transition can be said to have occurred. In order for the transition to succeed, individuals engaged in leadership training need opportunities to develop administrative skills through active learning activities (James, Dunning, Connolly & Elliott, 2007).

Effective preparation programmes for Teachers-in-charge as school leaders and instructional models are characterized by 'significant coherence in curriculum pedagogy, structure and staffing' in which the experiential component is viewed as the core, with 'classroom-delivered curriculum content designed to support and make meaning of the experiential component (Kwan, 2009).

Leadership training is made all the more relevant and meaningful if participating candidates have the opportunity to apply their newly acquired knowledge to professional practice during monitored internship experiences. There is an expectation then that the quality of a preparation programme can influence principals' work and efforts to raise pupils' achievement, yet only limited research exists on the relationship between programme approaches and effective leadership practices. The role identity transformation through a new mindset appeared to be a critical step in professional growth (Kwan & Walker, 2008).

In the UK, Norway, USA and Hong Kong, there are specific leadership preparation programmes designed and delivered for school leaders like school principals and to include the Teachers-in-charge before they are appointed. According to Stoll and Louis (2007), teachers-in-charge as aspiring principals are required to have a good mastery of leadership capacities for the new paradigm of education development in the twenty first century (Murphy, Moorman & McCarthy, 2008).

III. METHODOLOGY
Research Design

In this study, I utilized a qualitative phenomenological approach. According to Creswell (2008), qualitative research is multimethod which involves an interpretive, naturalistic approach to its subject matter. In this regard, qualitative researcher study things in their natural settings and attempts to make and interpret the situation in terms of the meanings the people bring to them. This study fits for this research because it involves teachers-in-charge experiences, challenges and insights about their dual roles. Creswell further described qualitative research as an interactive inquiry in which researchers could collect data in a face-to-face situation by interacting with selected persons in their settings. Qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts and perspectives.

Additionally, Creswell (2007) defined phenomenological approach as an appropriate qualitative method to describe an event, activity, or a phenomenon, after conducting interviews, reading documents, watching videos, or visiting places and events, to understand the meaning the

participants place on whatever is being examined. Creswell recommends a sample size of three to ten cases for phenomenology.

Specifically, conducting a scholarly qualitative research has five traditions to choose from, namely: biography, phenomenology, grounded theory, ethnography, and case study (Creswell, 2009). He also pointed out eight characteristics or nature of a qualitative inquiry; namely: the research question often starts with how or what; the topic or subject-matter requires to be explored; there is a need to present a detailed view of the topic; to study individuals in their natural setting; the interest in writing is literary style whereby personal pronoun "I" is used; there is a sufficient time and resources to spend on extensive data collection; the audience is receptive to qualitative research; finally, the researcher's role is that of an active learner rather than as an expert who passes judgment on participants.

In this study, the researcher preferred to use phenomenology as a method in exploring the perceptions of the participants. Thus, the most important concern is to understand how the everyday, inter-subjective world is constituted from the selected participants' perspectives (Schleicher, 2012). In addition, phenomenological study describes the meaning of experiences of a phenomenon for several individuals, and reduces the experiences to a central meaning or the essence of the experiences (Creswell, 2007). It is an approach to studying the problem that includes the perception of the participants; seeing how they experienced the phenomenon, and looking for the meaning of participants' experiences. Gray (2009) recommends of having at least three participants in the phenomenological method. He favored Creswell's (2007) previous points that these numbers are enough for the researcher to handle in terms of gathering information.

In this study, the information gathered was drawn from 17 selected participants. The gathered information underwent a detailed description. Then, a cross-matching was done between the transcribed interview and the observation information to establish a thematic analysis across the 17 participants. According to Corbin and Strauss (2007), qualitative research allows the researcher to get the inner experience of a participant to determine and discover how the meaning is formed rather than test variables. This idea was supported by Bennis and Nanus (2007) that a qualitative research is interested in knowing how humans arrange themselves and their settings and it allows a researcher to share their understanding and perception of others. A qualitative method was utilized in this study to substantially obtain the perceptions, experiences and insights of the teachers-in-charge with dual roles: being a teacher and s school manager. Lastly, interpretation of the information was generated to answer the purpose of the study.

Role of the Researcher
Being a Master Teacher 1, a Senior High School Coordinator and a Classroom Adviser at the Irineo Santiago National High School of Metro Dadiangas, I personally felt the problems of the teachers-in-charge who are performing dual roles: a teacher-in-charge and at the same time a school administrator. This study has drawn my interest because of the clamour of most teachers-in-charge regarding their dual roles. My study focused on the dual roles of teachers-in-charge as viewed by the teachers concerned themselves.

In order to come up with satisfying results, I first identified my participants from different Public Elementary and Secondary Schools in the division of General Santos and Sarangani Province

through the recommendation of some colleagues. Aside from this, I also considered the years of experience of my key informants for in-depth interview and focus group discussion regarding their dual roles.

After identifying the possible participants of my study, I immediately gave them a letter of invitation and consent form. My study focused to 17 participants; six for focus group discussion and 11 informants for in-depth interview. There were a total of eight men and nine women who participated in my study. I performed three roles as a researcher. First, I facilitated the FGD myself. As facilitator, I prepared an interview guide as frame of reference or 'talking points' to be used during the focus group discussion. During the FGD, the participants were asked to share their views and opinions based on the interview guide. Boyce and Neale (2006) asserted that FGD is often undertaken by an interviewer with a small group of people who share a common interest. They meet with an interviewer for some hours and respond to open-ended questions. Secondly, I became the interviewer of the in-depth interview. As an interviewer, I prepared all the materials needed for the interview. Interview protocol was observed. Prior to the interview proper, the participants were given a one-on-one orientation as to the purpose of the activity. The interview questions underwent validation by expert validators. Finally, I acted as the transcriptionist of the information gathered from the interviews.

Research Participants

My study has a total of 17 participants who were handling the school for almost 6 years. They were nine female and eight male teachers-in-charge performing dual roles from the selected Public Elementary and Secondary Schools in the Division of General Santos City, South Cotabato. Specifically, six were participants for focus group discussion and 11 were informants for in-depth interview. Among the participants, six had three years experience, four had four years experience, four had five years experience and three had six years experience of assuming dual roles. They were selected as participants because of their length of service as teachers-in-charge and school managers, they can truly reveal their experiences and insights on the topic under study. The ideas expressed by these teachers-in-charge were used to sort out issues, insights and perceptions related to their dual roles. For purposes of confidentiality, the participants were given assumed names or pseudonyms.

Data Analysis

There are three main components in the analysis of information according to Yin (2008), such as information reduction, information display, drawing conclusion, and verification. In this study data was organized and analyzed to reach valid findings and to answer the research questions. During the interviews a recorder was used to capture the data; notes were also taken concerning key points (Barton & Bartlett, 2009). As a researcher I was involved in all stages of the study from defining a concept to design, interview, transcription, analysis, verification and reporting the concepts and themes. Thus, after the in-depth interview and focus group discussion, I transcribed verbatim all the materials and the transcripts were coded manually. Creswell (2009) describes coding as a process of organizing the data into segments of text bringing meaning to the information. These transcribed materials were given back to the informants for verification. After all the information was confirmed of their veracity, the transcriptions were then subjected

to scrutiny using a log sheet. This was purposely done to categorize the answers of the informants following the questions raised in the research questions. Moreover, this was done to easily identify the themes occurring from the gathered information. Then, transcriptions were given codes for easy identification and for audit trail. All information was then laid down for analysis and drawing conclusion. Lastly, the final materials were given to an expert for peer debriefing.

Trustworthiness of the Study
The trustworthiness of a study is determined by credibility, conformability, dependability, and transferability of the research (Cohen, Manion & Morrison, 2007).

I checked on whether the research participants understood the questions. This provided an opportunity to revise the interview questions for clarity and depth and to include other documents to analyze to generate data for the research. Leading questions were avoided and participants were given sufficient opportunities and time to answer the questions. As an interviewer, I played the role of an active listener during the interviews by giving the participants enough time to answer the questions fully.

To increase the credibility of the participants' responses, I requested access to documents that also addressed the issues being discussed during the interviews. I established good rapport with the interviewees so that a relationship of trust was developed to enable me to collect in-depth interview data. I also assured the participants that the information they gave was for research purpose only and that they would not be penalized in any way.

According to Bennis and Nanus (2007) dependability refers to the stability of findings overtime. It involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen et al., 2007). Dependability is established using an audit trail, a code-recode strategy, triangulation and peer examination (Shin & Zhou, 2007).

To ensure dependability, I triangulated the data obtained from the different data collection methods to crystallize the findings and enhance dependability (Denscombe, 2010). Peer debriefing was used where colleagues were involved in giving feedback on what they thought of the findings. This strategy helped me to remain objective and not to overemphasize or underemphasize points to give vague descriptions; and to make general errors in the data well as assumptions that I might have avoided and which may have reduced the credibility of the findings as suggested by De Vos, Strydom, Fouche & Delport, (2002).

Transferability, on the other hand, is referred to the degree to which the results of qualitative research can be transferred to other contexts respondents- it is the interpretive equivalent of generalizability (Bennis & Nanus, 2007). To ensure transferability, I collected thick descriptive data to allow a comparison of this context to other possible contexts to which transfer might be contemplated.

Conformability, according to Hart and Fellabaum (2008) is concerned with the objectivity of the findings. Further, it is the degree to which the results of an inquiry could be confirmed or corroborated by other researchers. According to Wallin (2008), an audit trail offers visible evidence – from process to product – that the researcher did not simply find what he or she set out to find.

To address this issue in this study, the raw information was given to the auditor for his impressions, comments and suggestions. I also established peer debriefing. This peer debriefing serves as a reference index for the transcribed information through interviews from the participants. The reference code was seen in every citation of the transcript as articulated by the participants.

Ethical Considerations

Ethics refers to what is right and what is wrong in conducting research (Mncube, 2009). Where humans are involved in research, the conduct of the researcher has to conform to the norms and values that are generally accepted. Researchers are faced with a major ethical dilemma to strike a balance between the demands placed on them as researchers in search of the truth and in considering the rights of their participants which could be threatened (Cohen, et al., 2007). Further, research ethics should address issues such as gaining access and permission for doing the research; obtaining informed consent; strategies of ensuring privacy, anonymity and confidentiality; voluntary participation; and acts of deceptions.

Before I started the data collection process, the nature of the research was explained to the participants as well as their involvement in the study; what would be done with the data collected; their right to refuse to participate in the research and to withdraw at any time; that their participation was voluntary; and that their rights would be respected by guaranteeing that their responses would be kept anonymous and confidential. Several authors defined participants' right to anonymity as information provided by the participants would be handled as confidential and their identity would be kept anonymous by using codes in reporting on the data (Cohen et al., 2007; Butler-Kisber, 2010; Basit, 2010; Leedy & Ormrod, 2013).

IV. RESULTS AND DISCUSSION

From the data collected on the experiences of the study participants, six main themes emerged as presented in Table 1. These themes were *Torn between two functions, Dealing with fiscal restrictions, Supervising instruction, Dealing with hindrances and frustration, Feeling accomplished, and Growing personally and professionally.*

Torn Between Two Functions

Since there is a scarcity of qualified principals in the locale some teachers-in-charge who have teaching experience of at least three years have been designated by the Schools Division Superintendent as school heads pursuant to Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155 (Governance of Basic Education Act of 2001).

The teachers-in-charge shared their experiences in the performance of their dual roles. According to Queenie, she experienced difficulties to balance the demands of teaching and management responsibilities. Vanessa also tried to meet the accountability requirements required by system authorities who tend to view them as managers rather than as teachers. Elvira, on the other hand, was vocal that she resented the intrusion of management issues in the classroom and endeavored to guard the classroom environment while on class. Wilson spoke about the two roles as being intertwined and that it was not easy to draw a line of separation between the roles. Moreover, Esther was trying her very best to perform the demands of the two roles as experienced with

added workload in terms of their responsibilities. However, Aloney felt that the roles were mixed up and it was strenuous to perform the tasks and remain focused on what is needed to be done.

Results revealed how dual roles have increased in demand and that there is a need to prepare students to be 21st century learners who are workforce ready, having the ability to perform in a highly competitive, technological and globalized society. The dual roles of the teacher-in-charge are to lead and manage the planning, delivery, evaluation and improvement of the education of all students. Teachers with dual roles were oftentimes confused of their post as principals and at the same time teachers in meeting the demands of the Department of Education and the school community.

The finding is also connected with what Botha (2004) explained that one major change is that principals are expected to perform the roles of both leaders and managers for schools to operate effectively and to achieve their set objectives. This makes the responsibilities of school principals increasingly complex and overwhelming and due to time constraints, many principals strive valiantly to fulfil both their traditional management and administrative roles.

The result is related to Heck and Hallinger (2009) who found that teachers-in-charge like principals can directly impact the school's academic capacity and indirectly influence student growth. A growing number of principals retire, teachers-in-charge should respond to the need for a new generation of principals who can positively influence a school and provide instructional leadership. This also supported the concept of Barnett et al., (2012) who added that positions assumed by teachers-in- charge could provide them experiences and responsibilities to prepare them to assume the principalship position.

Dealing with Fiscal Restrictions

Raul as a teacher-in-charge and school head perceived himself as becoming a professional beggar when he encountered financial restrictions. Reginard shared that what he did to deal with problems related to scarcity of resources was to tap the stakeholders. He admitted that scarcity of financial resources makes the work in teaching and school managing more challenging. Charlie realized that he is held responsible for implementing programs although with limited fiscal resources which

Table 1: Experiences of Teachers-in-Charge with Dual Roles and Themes Generated

Major Themes Generated	Core Ideas	Participant/Code
Torn between two functions	Can't focus; kept thinking of students while attending meetings/seminars	P9, P3, P6, P16, P7, P4, P12
	I have difficulty looking for substitute; have few teachers in my school	
	I am always in a hurry; always pressed for time	
Dealing with	I experience denial of my request many times; perennial reason lack of funds	P1, P5, P3, P10, P13, P14, P8

Fiscal Restrictions	I get discouraged if plans are not realized due to lack of budget.	
	I am always looking for partners/stakeholders to support the school	
Supervising Instruction	I check the lesson plans of my teachers using my supervisory plan	P17, P16, P15, P1, P12, P11
	I monitor how my teachers teach; observe classes	
	I provide technical assistance to the teachers	
Dealing with hindrances and frustration	It is difficult to deal with IP students and parents because of their culture	P17, P2, P8, P3, P1, P9
	Sometimes my orders are not followed perhaps because I'm only TIC	
	Sometimes I cannot understand the attitude of some of my teachers	
Feeling Accomplished	I was able to solve problems with the help of the teachers and community	P2, P15, P7,P4, P7, P13, P14, P11
	I was happy with improvements; school became an integrated school.	
	My performance was appreciated and effort was recognized	
Growing Personally and Professionally	Because of support of mentors, I developed skills in handling a school.	P7, P4, P6, P5, P16, P10, P3, P1, P9, P15
	I attend seminars with other DepEd officials; enhanced skills and competencies	
	Experiences developed my capability to run a school.	

somehow affect them in making curriculum-based decisions and other curriculum related matters. Noel confirmed this when he shared about the effects of lack of budget in the completion of the programs and activities of the school. Victor also mentioned that establishing and managing relationships with and between stakeholders was of help to gain financial support. Arman added that financial constraints limit the development of school programs.

The two roles handled by the teachers-in-charge require adequate resources for them to function effectively. Teachers-in-Charge are accountable for the correct handling, use and reporting of school finance as directed by the policies of the school. The Teachers-in-Charge are held responsible for day-to-day professional management of a public school which includes the financial management of school resources.

This is in support to the concept of Lewis (2012) who stated that material resources have to be provided and it is the responsibility of the teachers-in-charge to ensure there are adequate resources to implement the school curriculum. He stressed that the expansion of education require the purchase of furniture, equipment, learning materials and the provision of supporting infrastructure.

The participants lamented that the absence of funding for the resources to support the instructional needs of the schools seemed a perennial problem. They experienced increased stress caused by managing school finances which they deemed to be an extra burden. This is congruent to the idea of Lindberg (2012) who emphasized that the task of managing school finances also resulted in role conflict. He added that teachers-in charge are reluctant to accept financial management responsibilities because they either do too much or too little while managing school finances.

Supervising Instruction

The teachers-in-charge in this study felt that their role as teachers and school leaders has increased their ability to provide instructional leadership. Sabina emphasized that she is not an instructional leader, but rather she is a learning leader. By this, she meant that her role is to initiate conversations about student learning, rather than provide guidance for teaching.

Thelma, on the other hand, sees her role more as a teacher rather than a school manager but she also performed a management role in supporting the teachers. Jadey also shared about the delivery of her curriculum management role. As expected, she should be teaching, either as full-time teacher or by being in charge of a particular subject that is required of her to teach. Sheryl added that she is more involved in instructional leadership by virtue of the fact that she is still intimately involved in the classroom setting. Charisse confirmed that planning of curriculum delivery is an important process to ensure the achievement of desired curriculum goals and effective teaching and learning. Teachers' lesson plans which she personally checks ensure that curriculum delivery structures are in place and that the required educational resources are provided. Sabina admitted that supervising instruction is indeed a challenge for teachers-in-charge like her since there are many meetings that she needs to attend related to their role functions. The many meetings distract her attention from teaching responsibilities and increase the challenges of her roles.

The result supports the idea of McNeese, et al.,(2009) who said that teachers-in-charge, who assume leadership responsibilities, are mainly engaged in carrying out a range of teaching and school managing tasks and functions needed for the day-to-day smooth operation of the school. Thus, school organizations find it difficult to recruit school principals with appropriate knowledge, skills and experience.

It also concords with the idea of Marishane (2011) who said that teachers-in-charge face two challenges while handling dual roles. They first need to maintain high standards of teaching in their own classroom teaching in the face of the other demands made on them. The second challenge is to monitor, develop and coach the teaching standards of colleague teachers and the operations of the whole school. Often in schools, teachers-in-charge are given either academic or management responsibilities.

Dealing with Hindrances and Frustration

The journey of the teachers-in-charge is seen as a transition from a state of being a teacher into a state of being a school leader who is acting upon responsibilities anchored on teaching and school managing. Several common practices emerged from the interviews and focus group discussion conducted among the teachers-in-charge from the Public Elementary and Secondary Schools in the Division of General Santos City and Sarangani Province.

Participants were asked how they managed the competing demands of their roles as teachers and as administrators. Many of the respondents spoke about the need to protect their teaching time from being eroded by administrative demands. Vanessa cited that although she tried her very best to handle the intensification of the workload due to the growing range of management and accountability responsibilities; she still received negative comments from the teachers and students. The comments somehow impacted her ability to function as instructional leader. Raul and Queenie expressed that one of challenges that they encountered as teachers-in-charge is the effort to motivate parents in the provisioning and management of the curriculum; and the creation of a positive learning environment. Aloney experienced in keeping up with curriculum implementation and documentation. Vanessa said assuming the two roles may be compared with how one may swim in an entire ocean or the entire heaven to fly through air.

The teachers-in-charge were unanimous in saying that they got to work around anticipating those problems to minimize interruptions in class. Unfortunately, there were times when the

administrative demand had to be prioritized over teaching time, which has implications for teaching principals' sense of efficacy. The discourse on the position of teachers-in-charge suggests that their roles become more focused on the management of teaching and learning within the school, consistent with local school board and provincial policies and directions. However, while principals are expected to focus on teaching and learning, they are also working in environments of increasing accountability and managerial imperatives.

Results also revealed that teachers-in-charge experienced increasing (and often competing) demands related to workload intensification, and school systems are facing growing concerns. In addition to having reduced administrative time for their administrative tasks, there often exists little in the way of administrative support or ancillary personnel to help teaching teachers-in-charge manage their day.

Feeling Accomplished

Teachers-in-charge are often confronted with concerns in teaching and managing the school specifically in making final decisions. Wilson revealed how he was able to provide social support for the learners from impoverished backgrounds.

Wilson felt so good after finding ways to fulfill the basic needs of the learners. Somehow, Wilson was the voice among the teachers-in-charge whose function was beyond the call of teaching and school managing. Esther shared that her accomplishment was attained after matching community expectations with financial resources of the school. She did accessing professional support from small communities. Elvira was trying her best to provide teaching and learning resources for the effective implementation of the curriculum with the shortage of teachers. Her being a teacher and a school manager taught her to find ways to perform multiple professional responsibilities. Reginard mentioned that support from stakeholders in accomplishing infrastructure projects for instance makes him feel accomplished. Thelma felt that the experiences with being the school manager and at the same time a teacher paved the way for the stakeholders to appreciate the initiatives she introduced to the school. Victor considered experiences in assuming dual roles rewarding.

Results show relevance with the concept of Clarke and Stevens (2009) who stressed that teachers-in-charge need supportive people to turn to and discuss dilemmas with. Furthermore, they need to know and understand the roles they are required to play as managers who manage professional matters and as governors who look into policy matters that affect both learners and their parents. In both cases principals are expected to be influential leaders who inspire others and help them realize their potential.

Teachers-in-charge who handle teaching and school managing roles consistently rate their experiences as being positive despite their heavy workloads. They also acknowledge feelings of accomplishment and confidence as they cope with and survive the trials and challenges of being a leader of a small school which developed their self-esteem. This supported the idea of Ewington et al. (2008) who added that partners and families play an important role in helping teaching principals find balance between their work roles and their personal lives.

The results from both interviews and focus group discussion highlighted that accomplishments from the dual roles portrayal which are consistent with the research done by Wahlstrom and Louis (2008) that stressed that teachers-in-charge can only perform such roles with the support

from the stakeholders as part of the management teams that will ensure that the curriculum is managed adequately.

Growing Personally and Professionally
Charlie as a Teacher-in-Charge shared his participation in professional development and support activities helped him handle the school accountabilities according to the policies of the Department of Education.

Noel pointed out that his dual roles caused him to enrol in higher education and to attend to trainings and seminars that dealt with administrative matters to ensure updating of knowledge and skills in teaching and in managing schools. Sheryl shared during the focus group discussion that coping with the responsibilities of being a teacher and a school manager was made easier with the help from the principals who have stayed with the administrative posts for many years. In a rapidly changing world, teachers-in-charge as educational leaders must engage in professional growth for themselves and for the organizations they serve.

Successful school leaders can do the reframing of roles they assume, may it be in instruction or governance of the operations of the school depending on new behaviors placed into perspective by identifying what will not change. This conforms to the idea of Cowie and Crawford (2007) who stated that to have effective change, leader should look for qualities, values and stories that can be reaffirmed while focusing on the elements that need to change. It is, therefore, necessary for school leaders like teachers-in-charge to understand the dichotomy between leadership and management.

Core Ideas on How do Teachers-in-Charge Cope with the Challenges on Dual Roles
Table 2 depicts the essential themes that emerged based on the statements of the participants as regards to their ways of facing the challenges in performing dual roles. These themes were *Proper grounding, Resourcefulness and ingenuity, Shared leadership and responsibility, Good rapport with stakeholders, and Professional development and support.*

Proper Grounding
Raul and Aloney were very vocal as teachers-in-charge when it comes to working relationship with the teachers based on, and guided by the prescribed policies of the Department of Education. They particularly cited that they needed to be familiar with the DepEd policies and regulations so they could act with the full knowledge of the policy.

Elvira suggested during the focus group discussion that the dual roles of teachers-in-charge focus with great clarity on what is essential, what needs to be done and how to get it done. This shift brings with it dramatic changes in what public education needs from school leaders with teaching roles like them. Elvira mentioned that one of the influences that helped her handle the teaching and school managing roles was the guidance given by successful principals who turned out to be men and women with varied professional backgrounds and worked in collaboration with teacher leaders. Benchmarking with other schools pushed them to develop strong and simple commitment to make schools work for their students and to build teachers' determination and capacity to pursue this collective goal.

Teachers-in-charge have pivotal core duties and responsibilities to execute as per their job

descriptions. They are also required to ensure that departmental circulars and other received information which affect members of staff are brought to their notice as soon as possible and stored in an accessible manner. The results reecho the concept of Reitzug et al. (2008) who stated that principals must deal with all correspondence received by the school and guide personnel in the proper manner by providing professional leadership. Such leadership involves guiding, supervising and offering professional advice on the work and performance of all staff members.
The tasks and responsibilities of teachers-in-charge as educators and instructional leaders include promoting the best interests of the schools and striving to ensure the development of the schools in providing quality education for and adopt a code of conduct for the learners.

Resourcefulness and Ingenuity

Teachers-in-charge   revealed that to cope with the challenges of their dual roles, they consult and encourage a collaborative work environment among the stakeholders. Reginard and Jadey expressed that ownership was linked with encouraging team spirit in working towards achieving set. Sheryl as a teacher-in-charge engaged parents and others outside the immediate school community, such as local business people. Vanessa and Noel tried to link with various stakeholders in dealing with demands of teaching and school managing.

This supported the concept of Barton and Bartlett (2009) who stated that the capacity of teachers-in-charge as school leaders to wield immense influence in both professional and administrative functions go a long way in accomplishment of the goal of the school organization. Leadership has been described as the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Resourcefulness is always connected with collaboration, the vehicle for sharing responsibility and combining knowledge, and creativity.

Shared Leadership and Responsibility

Teachers-in-charge are always inclined to delegate responsibilities to those who believed broadly in sharing leadership throughout the school. Elvira expressed during the interview that the challenges of their dual roles push them to strive to create a balanced decision-making process that aims at satisfying stakeholders, yet remaining accountable to the thrust of the Department of Education.
Wilson recommended that proper monitoring of performance should be coupled with the application of principles of fairness and transparency; that work should be delegated to other role-players; and that they should express their appreciation for the work members are doing as teachers-in-charge alone are not able to carry out their dual roles.
Charisse confirmed that the existing complex dimensions facing the educational system are reason enough for the Teachers-in-charge to form site educational alliances that can effectively meet the needs of students academically, emotionally, and socially. Jadey, on the other hand, stressed that the higher performance of these schools might be explained as a consequence of the greater access they have to collective knowledge and wisdom embedded within their communities. Vanessa mentioned

Table 2: Challenges Met by Teachers-in-Charge in   Performing   Dual Roles and

Themes Generated

Major Themes	Core Ideas	Participants/ code
Proper Grounding	I kept myself updated with DepEd memoranda, civil service laws	**P1,P2,P6,P12,P14, P9,P15**
	I do my leadership in line with the mission and vision of DepEd.	
	I Study the guidelines, rules and responsibilities as teacher-in-charge	
Resourcefulness and ingenuity	I ask private individuals to sponsor the room improvement i.e. paints	**P12, P14, P9, P8, P3**
	I tap other stakeholders to help in the improvement of the school	
	I lobbied with different government agencies for support.	
Shared Leadership and responsibility	I involved everyone in the realization of the mission and vision	**P11, P5, P10, P8, 16**
	I engage the participation of stakeholders in the school plan and projects	
	I assign teachers to take over my class when I am away for meetings	
Good rapport with stakeholders	I obtain the support of personnel, students and other stakeholders	**P6, P4, P2, P17, P7**
	I collaborate with stakeholders; get them to support the school.	
	I establish camaraderie with stakeholders	
Professional development and support	I enrolled in higher education; master's/doctoral degree	**P9, P13, P3, P14, 12**
	I updated myself through trainings/seminars to enhance skills as TIC	
	I did benchmarking.	

during the focus group discussion that teachers will be attracted to, and stay in the profession if they feel they belong and believe they are contributing to the success of their school and students.

These are in support to the concept of Wahlstrom and Louis (2008) who stressed that the roles of the professional community, trust, efficacy and shared responsibility and explores various factors

that are often present in principal-teacher interaction to establish how identified factors impact teachers' classroom instructional practices.

Shared leadership is when teachers, staff, parents, students and principals collaborate to solve problems. Working together to create an engaging school climate that accelerates student learning is common sense. Where shared leadership exists with youth and adults working collaboratively, there is a student-focused school. Shared leadership means a shift from the formal leader to a shared leadership model resulting in shared power and decision-making (Instead of a single individual leading to success, other individuals, who are partners or group members, are invited to share the responsibility for leadership and develop a positive school climate. Teachers-in-charge should not work in isolation. Successful schools require the substantial engagement of those who make it a community. They added that school leaders like Teachers-in-charge should be willing and able to tap the wealth of knowledge and skill sets of everyone in the school to develop an engaging school climate.

Good Rapport with Stakeholders

Teachers-in-charge are expected to have good rapport with stakeholders. Aloney and Elvira shared that with the challenge, teachers and the supportive community members are not only willingly work within certain time-frames but they go extra mile. Esther along with Quennie described rapport with the stakeholders as well-oiled machine with results that could be seen in student behavior, conduct, and achievement. Reginard on his part commented during FGD that challenges of the dual roles encourage collaboration, paying special attention to how school time was allocated.

The result supported the concept of Bush (2008) who stressed that an essential responsibility for teachers-in-charge as school leaders is establishing stakeholder relationships. In addition, it also conforms to Cardino and Young (2013) who stressed that teachers-in-charge as school leaders should be the conduit for strong a staff-board relationship.

Professional Development and Support

Just as Teachers-in-charge help teacher leaders grow, they in turn must grow. Establishing goals and long-range plans and promoting professional development are essential responsibilities of any leader. Queenie mentioned that assuming dual roles could have been easier if the Department of Education provide high-quality training for aspiring school leaders. Victor personally took the initiative to avail high-quality training and further his studies in order to handle the realities faced by education leaders' face in the field. Raul shared that their roles are based on the ability to communicate. Aloney said that she needs guidance on leadership practices that she shares with other principals to better prioritize their time and focus on what matters most.

Teachers-in-charge need professional development and support. Their appointment as school leaders is done on the assumption that the pre-service training that they underwent to prepare them for teaching, coupled with the experience that they get as practicing teachers are enough to enable them discharge their roles effectively. Bush (2008) stressed that the emphasis on leadership development and the importance of headship preparation are, therefore, seen to have increased considerably in the twenty-first century, and, given the increasing body of evidence that leadership does make a difference, the spotlight turns to focus on the preparation required

for developing appropriate leadership behavior.

Insights Gained by the Teachers-in- Charge in Performing Dual Roles
From the data collected, there were four main themes which emerged from the responses as shown in Table 3. These are *Trustworthiness is the key; Managing a school is a collective endeavor; Managing a school calls for commitment; Managing without funds is doubly challenging; and professional preparation is essential.*

Trustworthiness is the key
Teachers-in-charge shared that their experiences and the challenges they encountered while doing their teaching and school managing roles should be built on a strong foundation of trust. Building trust between and among the teachers as respected professionals and the stakeholders could be orchestrated and shared.
Charlie shared that becoming a model in finding ways for the perspectives of teachers and other members of the school community is of great help for problem solving and as a basis for school improvement and planning is really important. Noel noted that he strives to develop a relationship of trust with the staff, and encourages leadership and autonomy throughout the school is part of his dual roles. Esther opens the doors and say, "Let's talk about our practice."

Table 3: Insights Gained by the Teachers-in-Charge in Performing Dual Roles and Themes Generated

Major Themes	Core Ideas	Participant
Trustworthiness is the key.	Be a role model so you can get the trust and respect of your people.	P3,P10,P4,P5 P11,P13
	Be honest and truthful in everything you do.	
	Be transparent so that teachers, students and community will trust you.	
Managing a school is a collective endeavor.	I believe in the principle of shared responsibility of education,	P7, P1,P8, P10,P9, P12, P15
	I applied shared governance; teachers are empowered	
	As TIC we need to have the democratic leadership, a kind of leadership in which	

	everybody has a role.	
Managing a school calls for commitment.	It is difficult to be assigned in the far flung areas if you don't have the commitment	P2,P6,P10,P1 P13,P17,P16
	I am living in a principle that education is really for service.	
	Touching lives of teachers, students and parents make a difference.	

Let's show our student work. Let's go and look at each other's classrooms and see what we're doing." Reginard emphasized research based strategies to improve teaching and learning and initiated discussions about instructional approaches, both in teams and with individual teachers. Since trustworthiness is of fundamental importance, policymakers have made principals responsible for establishing trusting relationships within the schools. The author further states that mandating trusting relationships does not ensure that all schools develop them. The enactment of mandates is easy, but establishing trusting relationships is much more difficult.

Managing a School is a Collective Endeavor
When the teachers-in-charge were asked to indicate the challenges in working with stakeholders, majority of participants described tasks as influencing and motivating. The participants reported that building relationships with parents was challenging.

Most of the Teachers-in-charge emphasized the importance of the role to inspire and motivate their staff members and learners. They were of the opinion that if they serve as motivators, staff members and learners performances improves. Arman spoke of personal fulfilment and the joy in motivating and helping others to achieve their goals. The creation, acquisition, communication and wise use of knowledge are of particular importance according to Raul. Vanessa shared that trust given to school personnel, staff, students and parents improves the gaps of achievement, the premise upon which current school reform is built.

Most participants expressed confidence in their ability to work collaboratively and provide support to stakeholders inside and outside of their school community. Teachers working together in collaboration for successful school re-structuring and school improvement are of great importance. Building the capacity for school improvement necessitates paying careful attention on how collaborative processes in schools are fostered and developed.

The teachers-in-charge in this study identified the difficulties they faced with respect to balancing administrative, teaching, and personal responsibilities. Their roles as teachers- in- charge and school heads allowed them for more collegial dialogue with other teachers, enhanced credibility with staff members, and fostered greater understanding and empathy with teachers, students, and the community. This is congruent with Heck and Hallinger (2009) who stated that by working in groups' school may be able to manage their budgets more efficiently.

Managing a School Calls for Commitment.
Teachers-in-charge shared that their managing a school is out of commitment. Charlie shared that the teaming process allows for the development of services and programs that incorporate the academic, physical, social, emotional, and mental well-being of students. Jadey expressed

that the processes, the content (or identified changes), and shared values are employed to actually make the changes identified, including a commitment. Vanessa as a teacher-in-charge experienced how she served in uniquely different roles, but merging the two roles can foster collaboration between professional codes and leadership techniques and philosophies to benefit positive school structures.

These responses support the concept of Drath et al. (2008) who defined commitment as the willingness of individual members to subsume their own efforts and benefits within the collective effort. While Wahlstrom and Louis (2010) stressed that good working relationships between teachers-in-charge and other stakeholders may result in additional knowledge in their line with their management and governance roles.

Managing Without Funds is Doubly Challenging

The teachers-in-charge were unanimous in saying that sustained improvements to the level and distribution of funding across local public school districts can lead to improvements in the level and distribution of student outcomes. Queenie shared that the available evidence suggests that appropriate combinations of more adequate funding with more accountability for its use may be most promising. Charlie as a teacher-in-charge shared that 21st Century school reform gave way to expectations for students and teachers to perform at higher levels, and for schools to guarantee the success of all students; the question of how best to support this reform through the effective and efficient allocation of resources becomes even more critical. Hence, lack of budget could make implementation of school programs harder. Elvira shared the same sentiment. Moreover, Reginard pointed out that the lack of funds and the difficulty of looking for partners added more challenge to the teaching and school managing roles they assumed.

Management implies judicious use of all available resources for the attainment of defined goals. Where the principal is weak and ineffective in managing the resources of the school, success will be very difficult to achieve.

All the interviewees believed that their financial resources have been efficiently directed toward the school children who need them, and their impact will be maximized when these children receive complementary services and supports from other partners.

Professional Preparation is Essential

Teachers-in-charge realized that assuming their dual roles requires professional preparation. Reginard shared personally that his kind of leadership encourages high quality, academic education, including the support services that produce students ready to fully assimilate into society in an active and productive manner. He added that one of the most consistent sharing from the Teachers-in-charge is their authority to lead but has to be dispersed within the school.

This supported the concept of Cowie and Crawford (2007) who stated that there is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office. They further stated that real challenge facing most schools is no longer on how to improve it but, more importantly, on how to sustain improvement. Wilson said that teaching and school managing roles require handling of different tasks equally although he tried so many ways to handle the challenges. Noel and Aloney acknowledged the importance of the two roles and the need to prioritize their delivery which, in

itself, it is a challenge as they are carried out simultaneously.

Varied challenges were faced by teachers-in-charge in different cultural backgrounds. They face challenges in the management of students, teachers, finances, support-staff and those that arise from parental involvement in school activities. These challenges included indiscipline, failure to pay school levies, threats, dropout, staff incompetency and budgeting among others.

Implications for Practice

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

On Dealing with Fiscal Restrictions. Several research studies had already proved that in order to achieve successful leadership fiscal resources have to be considered (Leithwood & Seashore-Louis, 2012). The experiences of the study participants revealed a miserable image portrayed by the teachers-in-charge as they are branded as professional beggars in the sense that they are always looking for stakeholders to ask support for the realization of their school projects. Taking into consideration the accounts of the study participants disclosed that in addressing the needs of the learners, implementing plans and projects need budget allocation however school performance has been affected due to lack of funds especially to those who are assigned to the newly opened schools. DepEd officials have to take this matter seriously or else the school children of the affected schools may suffer. The government may prioritize the national educational budget to help schools become more financially stable, which is in effect may result in the ability of these schools to create programs and projects without too much dependence on external stakeholders.

On the Proper Grounding. Grounding is the training or instruction that gives someone basic knowledge of a particular subject. It is in this aspect that teachers-in-charge have to be trained as instructional and administrative manager. In this process the study participants viewed positive response. They disclosed that they have followed the legal basis of DepEd like memoranda, orders, circulars and civil service laws. They make sure that the DepEd vision and mission have been followed. They have also studied the guidelines, rules and responsibilities as a school leader (R.A. no. 9155, s. 2001).

On the Resourcefulness and Ingenuity. Resourcefulness is a good asset of an effective school leader while ingenuity is a skill that allows someone to solve school- related problems. Running a school is everybody's responsibility. Tapping potential partners and stakeholders lighten the financial constraint as almost of other schools are experiencing (Fink, 2010). Teachers and school managers need to be resourceful to ask support from public or private partners to meet the learners' needs in terms of learning materials, children's safety and other school facilities. It takes a village to raise up a child. The study participants boldly revealed that they have practiced resourcefulness and ingenuity to answer the school needs. They also disclosed that as a teacher-leader of the school, they have to make initiatives to gain from internal and external stakeholders. This study implies that the school could not survive without the support of the community and other stakeholders. The result of this study may be one of the bases of the DepEd officials in choosing potential school managers to sustain and implement DepEd thrusts, programs and projects.

On the Shared Leadership and Responsibility. The practice of empowering and delegating people in the academe is a concept of corporate management which could be manifested in

school-based management implementation (Dimmock, 2012). The study participants portrayed shared governance by engaging and empowering stakeholders in realizing the schools' vision and mission. The study participants also disclosed that they tap the participation of stakeholders in accomplishing the school plans and projects. As far as responsibility is concerned, transparency has been practiced through reporting to the school – community in a form of meetings and putting transparency boards on the schools' strategic places. These practices could be one of the bases for monitoring and evaluation of the Division Monitoring team so as to evaluate whether the schools are working for progress or inactively existed.

On the Good Rapport with Stakeholders. Many research studies have proved that establishing harmonious relationship with stakeholders strengthen the bonding and gaining support from the school community. An institution that practice good rapport to stakeholders established collaborative advantage. This could be facilitated through openness and communication. As the study participants revealed that these strategies have strengthened closeness and camaraderie among stakeholders. With these practices, the study participants disclosed that collaborative partnership could establish best school performance and develop understanding within the school and community as a whole. The result of this study implies that teachers and school managers have to maintain good relationship among stakeholders in order to gain support in spite of the diversity of values with the school community for the benefit of the school children and to achieve better school performance.

On the Professional Development and Support. In ensuring the quality of the delivery of basic services in terms of education, teachers as well as school managers have to uplift their professional development. The views of the study participants favored on the continuous improvement among themselves as they are enrolling masters and doctoral courses. They also have updated their professional function through benchmarking, attending trainings and seminars to enhance their skills as teachers-in-charge, they have consulted also some other principals to share their expertise as basis for their decision-making.

The results of the study imply that the study participants exhibited willingness to uplift professionally in spite of arduous experiences. They still gained positive impacts to pursue and equip themselves to surpass the task given to them. These are the miserable situations that DepEd authorities may prioritize and give utmost attention.

Implications for Future Research
This study is limited only to Public Elementary and Secondary Schools in the Division of General Santos City and Sarangani Province.
Since this study had results which are not generalizable beyond the 20 participants, future research of the same kind may be conducted in another place with another group of school leaders to validate the findings of the study. Further studies may also be undertaken on the impact of the community on the instructional leadership and school management roles of Teachers-in-charge and the role that the Department of Education plays in supporting them in performing their duties in terms of school management and governance. In addition, a future research may also be conducted to re-interview the participants of this study to find out if their experiences, challenges and insights have changed over time. Further, a future research may be conducted to investigate the effects of the dual roles of the teachers-in-charge. The Results of the

study may prepare them in designing interventions to respond more responsibly to the instructional and school management challenges. Lastly, future research maybe undertaken to design a professional development that would educate, train and provide teachers-in-charge competencies, skills and attitudes to handle instructional and school management concerns more effectively.

CONCLUDING REMARKS

I have heard comments from people saying that school managers have easier time doing their duty and before being one myself I thought of becoming a school manager will mostly relieve me of my teaching duties. This is a misunderstanding and it is necessary for the community to further understand the people who undertake this responsibility, who, despite their name, are still educators. This study has demonstrated that despite additional roles in the school, it Is always the main directive of school managers to continue instructing and molding the minds of the youth.

From the results of this study, I can conclude that teachers-in-charge have tried their very best to handle the demands of teaching and school managing functions. Their experiences also relate to the importance of leadership that focused the attention for the future on what needs to be done. Based on the findings, I can claim that the role of the teachers-in-charge is becoming increasingly complex and challenging due to local and global reforms, technological changes, demographic shifts, added level of accountability, and diminished level of support. This study contributes to the researches that believe in the potential of the teachers-in-charge to transform schools once they can prepare to be effective institutional leaders. This study identified many areas of success and growth, indicating that a great deal of work is being done at the school, district, and professional association levels to support and mentor teachers-in-charge whose experiences illustrate that becoming a 21st century leader challenges them as school leaders cognitively, socially, emotionally, and physically as they adapt to new administrative identities, roles, and external demand environments that differ significantly from teaching.

This study was done in the hope that with a better understanding of the dual roles of a school manager, there will be support for their projects and other undertakings. This is not merely a compilation of discussions but a testament to the grit and ingenuity of these teachers. It is also an insight to their everyday struggles that can be perused by other school managers of today and tomorrow. Lastly, I aimed to highlight the achievements of these people despite the problems they are encountering. This is also an inspiration to me and others in the same field, to continue pursuing greater heights. Just like how we spurred ourselves to be more than just teachers, we set examples for students to become leaders and citizens with initiative. In the same way that we managed to do more, the youth too can become more than just students. In the course of this study I realized that it was not merely my obligation to interview these teachers. To record their experiences and publishing them so further generations of school managers have something to glean knowledge from, was indeed an unprecedented honor and privilege.

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