

Lived Experiences of Teachers as Teacher-In-Charge

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Abstract:

This study explored the lived experiences of teachers serving as Teacher-in-Charge (TIC) in public elementary schools in the District of Munai, Division of Lanao del Norte during the School Year 2023–2024. Using a qualitative phenomenological design anchored on the transcendental phenomenology of Moustakas, the research aimed to understand how teachers experience and interpret their dual roles as classroom instructors and temporary school administrators. Ten teachers who had served as TIC were purposively selected as participants. Data were collected through in-depth semi-structured interviews and field notes, and analyzed using Moustakas' phenomenological approach involving horizontalization, thematic clustering, and synthesis of textural and structural descriptions. The findings revealed several essential themes describing the phenomenon: navigating challenges and stress, leadership and responsibility development, personal and professional growth, administrative workload and time management, student interaction and role modeling, improved classroom management, and the need for work–life balance. Participants described the TIC role as demanding due to the simultaneous performance of teaching and administrative tasks, decision-making responsibilities, and increased expectations from stakeholders. Despite these challenges, the experience was perceived as professionally enriching, enhancing teachers' leadership competence, resilience, adaptability, and organizational skills. Teachers also developed greater empathy toward students and colleagues while strengthening their classroom management and communication abilities. The study concludes that serving as Teacher-in-Charge provides meaningful opportunities for leadership development and professional growth, although adequate support systems, mentoring, and structured administrative guidance are necessary to sustain teacher well-being and effectiveness. These findings highlight the importance of institutional support and professional development programs to strengthen teachers' capacity in temporary leadership roles within the school system.

Keywords: lived experiences, Teacher-in-Charge, phenomenology, teacher leadership, qualitative research, administrative roles, professional growth.

INTRODUCTION

The experience of Teachers in the Teacher-in-Charge role is affected by the interaction of the teaching role and the administrative roles that are overlaid upon the teaching role in the school environment. Teachers in their Teacher-in-Chair capacity have a tendency to perform leadership roles like running the day-to-day activities of the school, organizing school activities, supervising other teachers, and addressing issues raised by the learners, parents, and administration all not forgetting that they are still teachers in the classroom. These experiences include coping with workload, time constraints, and role ambiguity, and it may impact on emotional health, professional relationships as well as performance at work. Some of the personal characteristics of resilience, adaptability, confidence and leadership disposition used in coping with these responsibilities and institutional influences such as administrative support, resource availability and delegation clarity further define the experiences of teachers. When the combination of these variables occurs, it forms a distinct professional reality of Teacher-in-Charge teachers wherein difficulties, adaptations, and responsibilities are negotiated all the time in relation to the school leadership and instructional tasks.

Empirical studies in teacher lived experiences in leadership and dual roles are consistent that as teachers take on other responsibilities other than classroom instruction, such as administrative or leadership roles that are

similar to that of teacher-in-Charge, their work is influenced by added complexity, work burden, role conflict, and coping dynamics. According to qualitative research, teachers who are assigned leadership roles tend to face issues regarding the need to balance teaching and management-related assignments, lack of time, and decision-making, and such factors may adversely affect their career development and stress rates (Torrino & Naparan, 2024). In the Philippine case, phenomenological studies of teacher-principals underline comparable lived experiences in which teachers who have both a supervisory and a teaching role bargain over strategic planning, behavior management, and communication with stakeholders and project the complexity of their daily practice (Hungo, Casinillo, and Madrigal, 2024). Literature sources on teachers in multiple roles indicate that these dual roles frequently cause stress and time management problems, although other teachers feel satisfied with the experiences and growth opportunities (Tonacao, 2024). The available literature on teacher leadership and leadership identity also indicates that teachers performing leadership tasks should face a complicated balance between teaching and managerial demands that determine the professional identity and practice (Nadelson and Booher, 2020). Moreover, the studies of instructional leadership stress the idea that the workload and role perception of teaching personnel change greatly when they assume the role of leadership, which influences the instructional practice and professional experiences operating in school systems (Olarde & Tagadiad, 2025).

In spite of an increased literature on the topic of teacher leadership and dual teaching-administrative roles, there is still a specific gap in empirical research that attempts to capture the lived experiences of those teachers specifically assigned as Teacher-in-Charge, especially where official leadership authority is constrained, and role definition is unclear. The preliminary informal interviews and field observations show that most Teacher-in-Charge teachers are given leadership tasks without explicit instructions on the leadership roles, without leadership training, and without workload modification, which leads to role confusion, emotional stress, and inequalities in expectations by peers, parents, and superiors. These facts are rarely represented in current literature, where it is often assumed that formally appointed school heads or school teacher-leaders in structured leadership programs are being studied, rather than on the subtle, day-to-day experiences of teachers who act as school leaders, on an acting or ad-hoc basis. Therefore, the personal dilemma, adaptation strategies, interpersonal issues, and occupational adaptations of Teacher-in-Charge teachers are under-researched, which means that there is a large knowledge gap regarding the experience of this position in the real school setting. The research will identify and explain the lived experiences of teachers assigned as Teacher-in-Charge in the public elementary schools within the District of Munai, Division of Lanao del Norte, in the school year of 2023-2024. It tries to entrap the truths of their daily jobs through looking into the way they perceive and feel their duties as classroom teachers and school managers. In particular, the course of the study is the understanding of what kind of living experiences they face, the problems that they face in using administrative and leadership roles, and their observations about the performance of their jobs in operating the schools and maintaining the performance of teaching. Using a detailed treatment of these dimensions, the paper identifies the personal, professional, and contextual factors that influence the experiences of Teacher-in-Charge teachers in the context of the public elementary school.

Conceptual Framework

The theoretical base of the current study is the life experience of those teachers that work in the position of Teacher-in-Charge (TIC) in state elementary schools and investigate the intersection of teaching and administration work. TIC teachers handle instructional tasks but have other roles that include overseeing other colleagues, school activities, communicating with stakeholders, and reporting to senior authorities (Torrino and Naparan, 2024; Tonacao and Oliva, 2024). These two roles provide a complicated work situation wherein teachers have to balance classroom responsibility and managerial demand. It is stressed that in this case, teachers may develop adaptive qualities, but have difficulties that can lead to performance and well-being issues at work (Li et al., 2024; Schott, 2020). Research on dual roles in the Philippine education system indicates that dual roles are widespread yet not well-studied, especially in terms of the way teachers experience and understand their roles (Mangalcal, 2024).

The role and workload demands become key determinant issues in the experiences of TIC teachers. The high rates of stress reported by teachers in the situation of working as an instructor and an administrator are often

connected to the need to cope with the responsibilities of both positions in a short time frame (Wang et al., 2024; Olasiman and Torreón, 2024). The model of Job Demands-Resources (JD-R) states that high demands in the absence of sufficient assistance may cause emotional burnout, loss of interest, and ineffective teaching (H. Wang et al., 2025; Sayman and Atienzar, 2023). Teachers in the TIC scenario have to satisfy the requirements of students, their colleagues, and administrators as well as complete their further leadership obligations, and work-load stress becomes a paramount component of their lived experience. These demands have a great influence on the overall performance and satisfaction of teachers based on how teachers see and address them.

Role ambiguity and role conflict are other variables that have an effect on the lived experiences of the TIC teachers. Role ambiguity occurs when the expectations of the scope, responsibilities as well as the authority of the TIC position are unclear, and role conflict takes place when instructional responsibilities and administrative duties conflict (D. Kumar, 2025; Pantoja and Villocino, 2025). Empirical research indicates that the factors are closely related to the psychological well-being of teachers, job satisfaction, and overall effectiveness (Lacaza and Dioso, 2024; Cadiong, 2024). The ambiguity and conflict may also increase the perceived stress of the TIC role and the responsibility negotiation is an essential element of the everyday professional experience of teachers.

Personal strategies and coping mechanisms are significant contributors to mediate the challenges that TIC teachers encounter. The adaptive strategies used by teachers to overcome role stress and ambiguity include time management, prioritization of tasks, peer collaboration, and personal resilience (Tonacao, 2024; Andriadi and Sulistiyo, 2024). Such strategies not only assist the teacher to cope with workload and to alleviate stress levels but they also lead to reflective insights of the teacher into leadership and instructional management. Studies show that educators that actively use coping mechanisms are in a better position to uphold professional identity and occupational involvement in pedagogical as well as administrative activities (Tuang & Quintos, 2024; Herring, 2024). Therefore, coping strategies represent a reaction to the demands and a prism in which educators process their lived experiences.

Professional identity and leadership perception also influence the way TIC teachers internalize and perform their functions. The perceptions of teachers regarding their leadership capacity determine their capacity to cope with administrative duties and remain effective in the classroom (Nadelson and Booher, 2020; Olarte and Tagadiad, 2025). When educators see themselves as effective leaders, they tend to embrace their dualism in a positive way in the form of administrative functions into their professional development. On the other hand, poor preparation or vague expectations can affect the perceptions of the self, stress and job satisfaction adversely. Literature highlights that the identity of leadership cannot be fixed and is determined by everyday experiences, feedback, as well as interactions in the school setting (H. Wang et al., 2025).

School organizational climate and support structures are also another factor that affects the experiences of TIC teachers. The studies indicate that the administrative support, resources, and school culture are also important issues that greatly influence the ability of teachers to cope with dual roles (He et al., 2024; Lacaza and Dioso, 2024). Through school-based guidance, mentorship, and effective communication, TIC teachers can be more effective in carrying out managerial tasks, which will lessen the levels of stress and increase role satisfaction (Sayman and Atienzar, 2023; Torrino and Naparan, 2024). On the other hand, the deficiency of support increases the issues of role ambiguity, conflict, and workload, which shows the significance of the situational factors in the formation of the lived experiences of educators in temporary leadership roles.

Lastly, learning and professional development opportunities appear as a result and an impact in the TIC experience. The TIC role tends to provide teachers with new skills, attitudes, and experiences of leadership, decision-making, and management of school (Tonacao & Oliva, 2024; Mangalcal, 2024). These experiences add on to their general professional identity, leadership preparedness, and instructional competence. The theoretical framework therefore places experiences in the workplace as the focal point affected by workload, role clarity, coping mechanisms, leadership perception, organizational support, and growth opportunities giving a holistic view of the things that affect the realities of Teacher-in-Charge teachers.

Statement of the Problem

This study intends to explore the lived experiences of teachers as teacher-in-charge in the public elementary schools in the District of Munai, Division of Lanao del Norte, during the school year 2023-2024. Specifically, the study endeavors to find answers to the following questions:

1. What are the lived experiences of the teachers who are designated as teacher-in-charge?
2. What are the challenges they encountered as teacher-in-charge?
3. What are their insights in the performance of their roles as teachers and school managers?

METHODS

Research Design

This study employed a qualitative phenomenological research design guided by the transcendental phenomenological framework of Moustakas (1994) to explore the lived experiences of teachers serving as Teacher-in-Charge (TIC). Phenomenology was used to understand how participants interpret and give meaning to their professional and managerial experiences in the school setting, emphasizing their subjective realities rather than statistical generalization. The study applied epoche or bracketing to set aside the researcher's assumptions and allow the participants' perspectives to emerge authentically. Participants were selected through purposive sampling, consisting of teachers designated as Teacher-in-Charge during the School Year 2023–2024 in the District of Munai, Division of Lanao del Norte. Data were gathered through in-depth semi-structured interviews to capture detailed accounts of their experiences. The data were analyzed following Moustakas' phenomenological procedures, which involved identifying significant statements, formulating meanings, clustering them into themes, and developing textural and structural descriptions to produce a composite understanding of the participants' experiences as Teacher-in-Charge.

Research Setting

The study was conducted in public elementary schools in the District of Munai, Division of Lanao del Norte, Philippines, during the School Year 2023–2024. This setting was selected because several teachers in the district are designated as Teacher-in-Charge (TIC) when a principal or head teacher is unavailable, allowing them to perform both instructional and administrative responsibilities. The district provides a relevant and practical environment for examining the lived experiences of teachers who assume dual roles in school leadership and classroom instruction. Conducting the study in this setting enabled the researcher to gather firsthand accounts from TIC teachers within their actual workplace context, which supported in-depth interviews and a deeper understanding of their challenges, coping mechanisms, and experiences in managing school responsibilities.

Research Participants

The participants of the study were ten (10) teachers designated as Teacher-in-Charge (TIC) in public elementary schools in the District of Munai, Division of Lanao del Norte, during the School Year 2023–2024. They were selected through purposive sampling because they had direct experience performing both teaching and administrative responsibilities. To be included in the study, participants had to: (1) be officially designated as Teacher-in-Charge during the specified school year; (2) have served in the role for at least three months while continuing their classroom teaching duties; (3) be willing to participate in in-depth interviews; and (4) provide informed consent. Teachers who served for less than three months or did not have teaching responsibilities during their TIC assignment were excluded. The number of participants was determined through data saturation, which was achieved after interviewing ten teachers when no new themes or insights emerged. The participants varied in years of teaching experience and grade-level assignments, providing diverse perspectives that enriched the understanding of the lived experiences of Teacher-in-Charge teachers.

Research Instrument

The qualitative research instrument applied in the study was an interview guide which acted to gather qualitative data by interviewing teachers appointed the Teacher-in-Charge in the District of Munai, Division of Lanao del Norte in the public elementary schools. It was deemed suitable in this study as it enabled the researcher to have a deep understanding of the lived experiences, challenges, and views of the participants as they fulfilled two roles as teachers and temporary school managers.

The interview guide was to be open ended and loose, with the respondents being able to freely share their reflections and ideas. It has also enabled the researcher to seek further clarification where need be so as to clear up on responses or uncover emerging themes. This strategy made sure that the data obtained was rich, meaningful, and relevant to the research problem, as the personal and professional life of the participants in their natural school situation were captured.

On the whole, the interview guide was a useful tool to this phenomenological research that helped to get a deeper idea of the Teacher-in-Charge position as perceived by the individuals who had a chance to experience it themselves. It was able to give the required framework to concentrate on the goals of the study and at the same time give the participants an authentic voice

Validity of Instrument

To ensure the validity of the interview guide, the instrument underwent expert review and pilot testing before data collection. Education professionals and qualitative research experts, including school administrators, evaluated the guide for clarity, relevance, and alignment with the study's objectives. Their feedback led to revisions that improved the focus and clarity of the questions to better capture the lived experiences of Teacher-in-Charge teachers. A pilot test was also conducted with a small group of teachers who had served as Teacher-in-Charge but were not part of the actual participants to check the comprehensibility, sequence, and effectiveness of the questions in generating detailed responses. Based on the results, minor revisions were made to enhance clarity and flow. Through expert evaluation and pilot testing, the instrument established both face and content validity, ensuring that it effectively gathered relevant qualitative data for the study.

Data-Gathering Procedure

The data-gathering process began with securing permission from the Division of Lanao del Norte and the principals of public elementary schools in the District of Munai. After approval was obtained, the researcher coordinated with the schools to identify teachers designated as Teacher-in-Charge (TIC) during the School Year 2023–2024 who met the study's inclusion criteria. The selected participants were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Informed consent was obtained before conducting the interviews. Data were collected through one-on-one semi-structured interviews conducted at a convenient time and place for the participants to ensure a comfortable environment for open discussion. With the participants' permission, the interviews were audio-recorded, and field notes were taken to capture relevant observations. Each interview lasted approximately 30 to 40 minutes. After the interviews, the recordings were transcribed verbatim and verified for accuracy. The collected data were then organized, coded, and analyzed thematically following the phenomenological approach of Moustakas (1994) to identify significant statements, meanings, and themes that described the lived experiences of teachers serving as Teacher-in-Charge, while ensuring confidentiality and ethical research practices throughout the process.

Ethical Considerations

This study observed ethical principles based on the guidelines of Creswell and Poth (2018), particularly respect for persons, beneficence, and justice. Prior to data collection, informed consent was obtained from all participants, who were fully informed about the purpose, procedures, and significance of the study. They were assured that participation was voluntary and that they could withdraw from the study at any time without any consequences. Confidentiality and privacy were strictly maintained by using pseudonyms instead of real names and by excluding any identifying information in the reports. Audio recordings and field notes were securely stored and accessed only by the researcher and research adviser. To minimize potential discomfort, interviews were conducted in a respectful and supportive environment where participants were free to answer only the questions they were comfortable with. Finally, the principle of justice was upheld by fairly selecting participants based on the study's criteria and by presenting the findings accurately to reflect the genuine experiences of the Teacher-in-Charge participants.

Data Analysis

The data were analyzed using the phenomenological approach of Moustakas (1994). The process began with horizontalizing, where all significant statements from the interview transcripts were identified and treated

with equal value. These statements were then reduced and organized into meaningful units and clustered into related themes. The emerging themes were further examined by comparing information from interviews, field notes, and relevant literature to ensure consistency and accuracy. Afterward, individual textural descriptions were developed using participants' verbatim responses to describe what they experienced. This was followed by structural descriptions, which explained how the experiences occurred through imaginative variation. The researcher then constructed a composite structural description by integrating the individual meanings and themes across participants. Finally, the textural and structural descriptions were synthesized to present a comprehensive understanding of the lived experiences of teachers serving as Teacher-in-Charge.

RESULTS AND DISCUSSION

Problem 1: Can you describe your overall experience while serving as Teacher-in-Charge in your school?

The highlights were the overall lived experiences of teachers serving as Teacher-in-Charge (TIC). Three (3) major themes have emerged in this problem, namely: 1. Navigating challenges and stress; 2. Leadership and responsibility development; 3. Personal and professional growth. One (1) sub-theme emerged under navigating challenges and stress, specifically: 1.1. Pressure and high expectations.

Theme 1: Navigating Challenges and Stress

Navigating challenges and stress is the discomforts and pressure that teachers experience when working as TIC, which may comprise balancing between teaching and administration, dealing with the high expectations, and making important decisions in the school. The participants emphasized that being a TIC is a challenging task but gives a chance to grow and become stronger personally and develop leadership skills. As shared by the participants:

“Being a Teacher-in-Charge taught me responsibility and patience. There were many days when multitasking was necessary, but through experience, I learned how to manage people and time better.” – P4

“The role is difficult because it's not only teaching that you need to think about, but also administrative work.” – P5

The results in the theme of Navigating Challenges and Stress suggest that teaching in the Teacher-in-Charge position exposes a teacher to stressful circumstances forcing them to juggle between various tasks at the same time, on a tight deadline, and with little support. The experiences of the participants indicate that although the role may be stressful due to the administration workload and high expectations in addition to classroom instruction, the role is also a good avenue of gaining some of the necessary leadership skills that include responsibility, patience, time management, and decision-making skills. It is an indication that school systems should acknowledge the complexity of the TIC role through relevant administrative support, training on leadership, and stress-management systems. This can be used to reduce the undue stress and maximize the professional development and leadership capabilities of teachers who are Teacher-in-Charge, and eventually lead to better school management and educational performance.

The current results are supported and elaborated by a recent global study, which demonstrates that excessive administrative work is one of the main causes of teacher stress in different education systems, and supports the challenges faced by the Teacher-in-Charge participants who had to balance between teaching and administrative responsibilities (OECD, 2024). As the report of Teaching and Learning International Survey (TALIS) 2024 shows, approximately half of teachers working in OECD countries consider general administrative work (paperwork, non-instructional work, etc.) as a significant source of work related stress, which usually conflicts with the main instructional work and deprives them of the time to engage in classroom activities, which also correlates with the stress that TICs experience in this study (OECD, 2024). Nevertheless, the current study also provides additional insight even though the present report by OECD reveals the systemic and cross-national trends regarding stress at the non-teaching work, the study further demonstrates how the stressors can also act as opportunities to grow, experience leadership and resiliency among teachers who serve in school leadership positions.

Sub-theme 1.1: Pressure and High Expectations

Teachers serving as TIC also experience pressure from high expectations by colleagues, students, parents, and administrators. These expectations can create emotional and mental stress, requiring teachers to maintain professionalism and composure. As expressed by the participants:

“In my experience, being a Teacher-in-Charge is both stressful and meaningful. There were many challenges, like handling conflicts.” – P6

“Overall, I experienced mixed emotions. There was stress due to pressure and expectations, but at the same time, I felt proud that I managed to handle the role despite sometimes having limited resources.” – P3

The sub-theme Pressure and High Expectations suggests that teachers that act in the role of Teacher-in-Charge experience high emotional and psychological stress because the expectations on them are high, and different stakeholders, such as colleagues, parents, students, and school administrators, expect them to meet their demands. These pressures compel TICs to always be professional, emotionally controlled and possess sound judgment even in situations where they have limited resources and in tough situations like conflict resolution. The experience of the participants shows that, despite the stress and ambivalent feelings such pressures may cause, they also create the feeling of achievement, resilience, and work pride. This points to the need to have institutional support systems, which include mentoring, role definition, and psychosocial support to support the TICs to manage high expectations effectively without compromising their well-being and performance in their leadership positions.

According to a new international study, distributed school leadership has the capacity to minimize the job stress of teachers and enhance job satisfaction, and thus, the leadership aspect can alleviate the emotional strains of the teachers in their jobs (Li, Xue, and Liu, 2024). Li et al. based on Teaching and Learning International Survey (TALIS) data have stated that distributed leadership was directly correlated with increased teacher job satisfaction and negatively related with job stress in teachers revealing that supportive leadership structures could reduce stress in teachers even when they had more administrative and leadership roles (e.g., TICs). This is in addition to the finding of the current study that Teachers in the role of Teacher-in-Charge have been under pressure and have experienced stress due to high expectations but also indicates that leadership support plays a vital role in reducing the stress and improving well-being (when) the conditions in the institution are favorable to redistribute leadership roles and help teachers cope with the workload demand.

Theme 2: Leadership and Responsibility Development

Leadership and responsibility development refers to the growth of decision-making skills, confidence, and understanding of school leadership that teachers gain while serving as TIC. The participants shared the following insights:

“My overall experience as TIC was an eye-opener. I better understood how big the responsibility of school leadership is, and I appreciated more the role of school heads.” – P7

“My experience as Teacher-in-Charge was very challenging but fulfilling. There were many responsibilities, like decision-making and supervising teachers, but through this, my leadership skills and confidence were further developed.” – P1

Leadership and Responsibility Development as a theme suggests that Teacher-in-Chair is a leadership development experience that enhances the abilities of teachers to make decisions, be accountable and gain professional confidence. Teachers will have a better insight into the intricacies of school leadership, which will experience increased respect towards the position of school heads with the exposure to supervisory and administrative duties. These responsibilities, although difficult, as manifested through the responses of the participants, are associated with the emergence of the leadership competence and self-efficacy. This implies that the TIC position could become a valuable preparatory position towards school leaders in future, and the application of structured leadership training and lifelong learning are necessary to improve the leadership preparedness of teachers and maintain successful school leadership.

According to recent studies, leadership practices in schools are closely related to the growth of teacher self-efficacy and professional development that is in line with a present study finding indicating that acting as Teacher-in-Chair improves decision-making abilities, confidence, and knowledge of leadership complexities. To illustrate, Esllera and Escala (2024) discovered that the self-efficacy of teachers is positively associated with the supervisory skills of school heads, instructional leadership, communicative, and support mechanisms, which implies that supervisory skills of school heads may positively reinforce the self-efficacy and professional growth of teachers in the school setting. This adds to the current study contribution that TIC responsibilities also lead to leadership competence and self-efficacy, but instead of the external provision of leadership support, as it has been in Esllera and Escala, the current results indicate that externally offered leadership as a form of teacher self-efficacy development can be defined by experiential leadership using TIC assignments as a form of leadership development. Combined, these studies highlight the level of significance of structured leadership assistance and experiential leadership roles in the development of teacher leadership abilities.

Theme 3: Personal and Professional Growth

Personal and professional growth emerged as a key experience for TICs, reflecting their increased confidence, resilience, and professional development. Participants shared unique insights:

“In my service as TIC, it was not easy because you are the first person approached whenever there is a problem in the school. It can be tiring, but it is very rewarding knowing that I contributed to the smooth operation of the school.” – P2

“My service as Teacher-in-Charge was full of learning experiences. I made many mistakes, but through them, I became more resilient and flexible in my work.” – P9

“Overall, my experience as Teacher-in-Charge was challenging but rewarding. Despite the pressure, I was happy to serve the school and help both teachers and learners.” – P10

“Even though it was stressful at times, it felt meaningful to see the school functioning smoothly and teachers cooperating.” – P6

The theme of Personal and Professional Growth suggests that Teacher-in-Chair work can offer an effective experience in learning and gaining resiliency, flexibility, and professional fulfillment. Although the job has physical and emotional pressures of being the initial point of contact on matters of school concern, teachers feel the job rewarding as it gives them an opportunity to directly influence the smooth running of the school. The thoughts of the participants show that the errors and difficulties faced in the position are not only detrimental challenges but also learning experiences that encourage flexibility, problem-solving abilities, and constant self-development. It implies that the TIC role facilitates the comprehensive development of the professional, as well as, emphasizes the significance of mentoring and reflection to enable the teachers to make the best of the leadership experiences.

Recent studies regarding teacher resilience corroborate the finding of the current study that professional development through such difficult educational tasks produces resilience, flexibility and job satisfaction. Concerning the case in point, researchers by Jindal-Snape et al. (2024) underline that the concept of teacher resilience is a complex one, to which the professional well-being of teachers and the ability to resist stress at the workplace are closely linked, which eventually leads to positive professional outcomes, including a decrease in turnover intention and an increase in job satisfaction. This is also in line with the theme of Personal and Professional Growth where the participants have reported how they have been able to withstand the pressures of Teacher-in-Charge and to be flexible and to find professional fulfillment in the face of pressure. As both the current research and the literature at large point out, the challenging experiences within the educational professions, not only leadership, but also education as a whole, can serve as valuable learning experiences that facilitate long-term development, psychological resilience, and professional competence, given that those experience is backed up by reflective actions and support provided by the institutions.

Problem 2: What specific challenges did you encounter while performing your responsibilities as Teacher-in-Charge?

The highlights were the challenges faced by teachers while performing the role of Teacher-in-Charge (TIC). Three (3) major themes emerged: 1. Administrative Workload, 2. Managing People, and 3. Lack of Resources and Training. One (1) sub-theme emerged under Administrative Workload: 1.1. Multitasking and Prioritization.

Theme 4. Administrative Workload

Administrative workload refers to the responsibilities and tasks that a Teacher-in-Charge must manage beyond teaching, such as preparing reports, handling documentation, and ensuring smooth school operations. Participants emphasized that balancing teaching duties with administrative responsibilities was one of the most significant challenges they encountered. Participant Responses:

“The biggest challenge for me as Teacher-in-Charge was time management. I had to balance teaching duties and administrative responsibilities, and sometimes it felt like there wasn’t enough time.” – P1

“Sometimes reports pile up and it feels impossible to submit everything on time.” – P3

The theme Administrative Workload suggests that the two-fold task combining teaching and administration causes the Teachers-in-Charge a big burden, especially when it comes to time management and other reporting obligations. As the participants have experienced, too many administrative activities may conflict with the role of instruction, thus negatively influencing the quality of teaching, and the stress rate. This underscores the necessity to have better delineation of the roles, support systems in administration and a more realistic distribution of workload among TICs. Helping TICs with their tasks by offering clerical support, streamlining reporting procedures, or even spending time on administrative tasks could contribute to more efficient work of TICs without losing their focus as educators and their own health.

According to Research by the OECD in the Teaching and Learning International Survey (TALIS) 2024, as shown by the results of the survey, teachers in many education systems often experience administrative workload, with a majority of respondents indicating that too much marking, reporting, and non-teaching work can cause work stress and diminish the teaching and lesson preparation time. These non-instructional roles in most settings conflict with classroom tasks and are more often cited as a stressor than other job requirements, including teaching load, which highlights the problem of administrative burdens on teacher well-being and professional orientation worldwide (OECD, 2024). This validates the present investigation finding that Teachers-in-Charge are hindered in managing and balancing the administrative tasks with the instructional responsibilities (reports pile up, there is not enough time), which may put the burden on the possibilities to preserve the quality of the instruction and be more stressed by the job requirements, and to consider the systematic methods to simplify the administrative work and define the role requirements to support TICs and to protect the instructional performance.

Sub-theme 4.1. Multitasking and Prioritization

Multitasking and prioritization involve handling multiple responsibilities simultaneously and deciding which tasks require immediate attention. This sub-theme emerged because participants consistently highlighted the difficulty of juggling several duties at once. **Participant Responses:**

“It is really tiring sometimes, especially when you are the only one making decisions on many matters.” – P8

“I had to learn to prioritize which reports and activities to attend to first because everything seems urgent.” – P5

The sub-theme Multitasking and Prioritization suggests that Teachers-in-Chair are supposed to continuously switch between conflicting instructional and administrative imperatives without providing sufficient support. Stress and fatigue are the results of the necessity to make the immediate decision and numerous urgent tasks which cannot be managed regularly and properly. The results indicate that the capacity-building efforts should be targeted at TICs in terms of prioritization-based strategies, time management, and decision-making models.

Furthermore, the task delegation, joint planning, and more explicit report and activity schedules could be institutional support and allow TICs to deliver their duties in a more efficient and sustainable way.

The existing studies confirm the result of the present study, which is that teachers are often overwhelmed with a variety of teaching and administrative roles, which have enormous impacts on the performance and wellbeing of teachers. To illustrate, a quantitative study by Pepito, Pepito, and Suson (2024) established that multitasking is an overload of the responsibilities of public elementary school teachers as they have to plan their lessons, teach in classrooms, work in administrative roles, and handle other non-teaching duties impacting negatively their overall teaching performance and consequently resulting in suboptimal academic outcomes. The article stressed that multitasking during the educational process may negatively affect the quality of the classroom instruction when the cognitive and temporal resources of teachers are overloaded, which is consistent with the current observation that Teachers-in-Charge feel fatigued and stressed because of having to balance various urgent tasks to be completed (only one making decisions, and has to prioritize which tasks and activities to complete first). Nevertheless, whereas Pepito et al. (2024) concentrate on the adverse effect of multitasking on the outcomes of the performance, the present study emphasizes not just the strain but also the necessity of capacity-building and support systems (task delegation and a clearer timeline) to enable TICs to manage multitasking in a more sustainable and efficient way.

Theme 5. Managing People

Managing people refers to the interpersonal challenges TICs face, particularly when leading fellow teachers, communicating instructions, and resolving conflicts. Teacher-in-Charge roles often require balancing authority with camaraderie, which can be stressful. **Participant Responses:**

“Sometimes it’s hard to lead fellow teachers because they are your peers. It’s challenging to balance authority and camaraderie.” – P6

“Communication is one of my biggest challenges. Not all teachers understand instructions the same way, so you have to repeat and clarify them multiple times.” – P7

The theme Managing People brings to the fore the interpersonal issues that Teachers-in-Charge have to go through whenever they have to supervise colleagues who happen to be their peers. Authority and collegial relationships can be very challenging to find a balance of power between and at the same time maintain a clear communication system and conflict resolution methods. This implies that TICs must be trained on leadership, communication and conflict management to be able to guide a staff without destroying the relationship between them. More so, the school culture of collaboration and creation of effective avenues of instruction and feedback could help to minimize misunderstandings and to increase the cooperation, which subsequently will promote the overall school operations.

A study carried out in the Philippines established that school heads conflict management style plays a significant role in determining job satisfaction on teachers and hence the significance of good leadership and interpersonal skills in schools. In one study on the teachers of junior high schools and the heads of schools, compromising conflict management was positively associated with teacher job satisfaction, and collaborating conflict management did not necessarily correlate with the perceptions of teachers, which implies that the direct impact of the way the leaders dealt with the issues between the people directly influenced the attitude of the teachers to the workplace and their well-being (De Guzman, Gonzales, and Pajotagana, 2024). This corresponds to the theme of the Managing People in the current study, in which Teachers-in-Charge mentioned problems with maintaining balance between power and collegial relationships and unambiguous communication between staff. Both articles emphasize the emotional/professional ambiguity of educational leadership positions and imply that specific training on communication and conflict resolution is the key to making the collaboration process more effective, lowering the rate of misunderstandings, and improving the overall school operation effectiveness.

Theme 6. Lack of Resources and Training

This theme emerged from participants' experiences of insufficient guidance, training, or institutional support in performing TIC responsibilities. Participants reported that they had to rely on personal judgment and learning through trial-and-error. **Participant Responses:**

"A challenge I faced was the lack of training for the role. I was placed in the position without formal preparation, so I had to learn by experience." – P9

"Sometimes, there's no guidance or assistance for TICs. You have to figure things out yourself, which is stressful." – P2

"We don't always have the forms, templates, or support to complete our duties efficiently." – P1

"Being assigned as TIC without proper orientation made the work more stressful at first." – P5

The Lack of Resources and Training theme highlights the large holes in the preparation and institutionalization of Teachers-in-Charge. The experiences of the participants indicate that a significant number of TICs receive assignments to leadership positions without proper training and guidance as well as without access to relevant tools, which makes them have to learn on the job and make decisions based on their intuition. This fact can make the situation more stressful, less productive, and even influence decision-making and processes in school. What this means is that schools and educational authorities ought to offer structured training programs, clear guidelines as well as available resources to TICs. Mentoring, orientation, and generalized report and administrative templates would suit TICs better to handle their tasks and addresses efficiently and confidently, which will lead to an improved school leadership/operating results.

Studies on educational leadership also emphasize that lack of training and support of teachers that take up leadership positions is prevalent in various settings. The Global Education Monitoring Report (UNESCO, 2024) also reports that the majority of educators who become leaders or managers--middle leaders or teacher leaders—have not been properly prepared and developed as leaders before they are assigned these roles, and as such, they are not able to cope with the administrative requirements and tasks that they are required to perform effectively and efficiently, and this level of doubt affects their confidence and effectiveness. The report highlights that although teachers can be competent classroom professionals they do not always possess the leadership skills of resource management, administrative skills and collaborative planning that are not always part of the initial or continuing training structures. This corresponds to the present research that TICs do not cope with the absence of formal preparation, mentoring, and available resources and, instead, have to learn by trial and error and contribute to the stress associated with the roles. The literature as well as your data indicate that, structured training programs, mentoring, and the support provided by an institution are essential in terms of equipping TICs and teacher leaders with the skills to effectively perform their leadership tasks with confidence and effectiveness.

Problem 3: What insights or lessons did you gain from your experience in balancing teaching and administrative duties?

The highlights were the effects of Teacher-in-Charge responsibilities on teaching and student interactions. Three (3) major themes emerged: Divided Attention, Role Modeling, and Improved Classroom Management. One (1) sub-theme emerged under Divided Attention: Lesson Adaptation.

Theme 7. Divided Attention

Divided attention refers to the need for teachers to split their focus between teaching responsibilities and administrative duties as TIC. This affects lesson preparation, classroom engagement, and students' learning experiences. Participants shared that balancing these responsibilities reduced the time available for teaching but increased awareness of student needs.

"In my experience, there was less time for lesson preparation, but I became more patient with students because I was exposed to more school concerns." – P2

"Serving as TIC made me more conscious of students' needs. Even if I was busy, I tried to maintain the quality of my teaching." – P3

Divided Attention reflects the problem of combining the two tasks of teaching and administration and putting pressure on the ability of a teacher to pay complete attention to their students. The experience of the participants demonstrates that their time of instruction and the preparation of the lesson can be limited, but they can understand better the needs and learning situations of the students. It means that TICs need to have strategies and institutional support to conduct their dual duties successfully. The schools might think about making adjustments related to the workload, the schedules, or some administrative duties to make sure that the teachers could preserve the quality of instruction and still manage to discharge the role of a leader. In so doing, teachers are able to be able to offer meaningful experiences to students without affecting their administrative effectiveness.

Sub-theme 7.1. Lesson Adaptation

Teachers adapted lessons to maintain student engagement despite reduced teaching time. This involved integrating interactive methods, leadership lessons, and creative approaches to ensure students remained attentive.

“I tried to make lessons more engaging and interactive, knowing that students need attention even when I was busy with administrative tasks.” – P1

“My teaching was challenged because of the workload, but I learned to integrate leadership lessons into classroom discussions.” – P2

The sub-theme Lesson Adaptation highlights the importance of teachers as TIC being creative in adapting their lesson plans to ensure that students are engaged despite the shortage of time. The results provided by the participants indicate that the effects of divided attention may be reduced with the help of the implementation of interactive strategies and leadership lessons to help to maintain the continuity of learning. What this means is that providing professional development towards TICs in the areas of adaptive teaching techniques, time management and creative lesson planning may not only improve student learning processes, but also teacher performance. Schools can foster information exchange about the best practices among teachers, share resources towards interactive learning, and foster collaborative methods of lesson design, which will allow TICs to reconcile administrative tasks without sacrificing the quality of instruction.

Theme 8. Role Modeling

Serving as TIC also required teachers to model leadership behaviors. Students observed not only teaching skills but also organizational skills, responsibility, and decision-making.

“I became more of a role model for the students. They see me not only as a teacher but also as a leader, so I became more conscious of my actions.”- P7

“Because I was handling administrative tasks, I showed students how to be responsible and organized.” – P6

Role Modeling theme brings out the fact that working as a Teacher-in-Chair gives the teachers a chance to exercise their leadership and professionalism before the students. The experiences of the participants suggest that students can watch and learn how to act responsibly, organize themselves, and make decisions and use behaviors in a positive way to contribute to their personal growth. It means that TICs can fulfill two functions they not only impart academic knowledge but also guide students in terms of attitudes and work practices by example. Schools can assist in the development of TICs through the training of leadership, mentoring, and modeling of positive behavior; which further reinforces the notion that administrative tasks may facilitate the learning and character development among students instead of inhibiting it.

Studies indicate that the role model behavior of teachers has a great impact on students attitudes, socialization and classroom perceptions and therefore the current study supports the observed results that Teachers-in-Charge behavioral models whose leadership and responsibility are adopted and internalized by students. Indicatively, Loper and Hellmich (2024) concluded that the perception of teachers as role model behavior and the level of quality of student-teacher relationship significantly predicted the attitudes of primary school

students toward peers with learning difficulties, which means that the social attitudes of students are oriented according to the behavior of teachers and the quality of the relationship between the student and the teacher. This is in line with the thoughts of the participants in the current study in which they said that being Teacher-in-Chair provided them a chance to display responsibility, organization, and decision-making which consequently affected the perception and reaction of students towards them. Nonetheless, unlike Loper and Hellmich (2024), who paid much attention to the social attitudes of students in inclusive environments, the present results are related more to the leadership modeling component, in which students perceive TICs as both teachers and role models in terms of professional conduct and organisational competence. These studies are collectively significant in demonstrating the role of teacher behavior as a role modeling force that influences student perceptions and behavior in school.

Theme 9. Improved Classroom Management

Teachers reported enhanced classroom management as a result of juggling teaching and administrative duties. They became more organized, empathetic, and better able to maintain discipline. Single unique participant experiences are reflected here.

“Students responded better when they saw that I was responsible and organized in handling both admin work and teaching.” P5

“Being TIC taught me how to manage my classroom better, organizing activities efficiently and setting rules clearly.” – P4

“Because I had multiple responsibilities, I became more empathetic to students’ struggles and learning needs.” – P9

According to The Improved Classroom Management theme certain teachers are expected to balance between teaching and administrative responsibilities, thus improving their organizational skills, their empathy, and their ability to discipline students. The experiences of the participants show that the ability to deal with multiple responsibilities contributes to a better awareness of the needs of students, promotes proactive organization of the classroom setting, and reinforces the classroom routine. This means that the TIC position, though challenging, can be used as a professional growth experience that has secondary impact on students of creating a more structured, supportive and responsive learning environment. Schools could use this understanding to equip TICs with strategies and training to be able to manage the classroom and at the same time address administrative duties well.

Problem 4: What insights or lessons did you gain from your experience in balancing teaching and administrative duties?

The highlights were the lessons and insights that teachers gained while balancing teaching responsibilities and administrative duties as Teacher-in-Charge (TIC). Three (3) major themes emerged in this problem, namely: 1. Time Management and Prioritization; 2. Patience, Resilience, and Professional Growth; 3. Leadership Skills. One (1) sub-theme emerged under Time Management and Prioritization, specifically: 1.1 Delegation.

Theme 10: Time Management and Prioritization

Time management and prioritization refer to the teachers’ ability to plan, organize, and sequence tasks effectively to balance teaching responsibilities with administrative duties. TICs often face the challenge of completing multiple tasks within limited time, requiring them to organize, prioritize, and make strategic decisions on what to address first. Participants shared:

“The main lesson I learned was time management. You need to prioritize and organize because you cannot do everything at the same time.” – P1

“I learned how to plan my day better, so I could accomplish both teaching and administrative tasks without neglecting either.” – P4

The theme of Time Management and Prioritization shows that planning and organization are the keys to the effectiveness of teachers as TICs. The experience of the participants shows that the inability to manage numerous tasks simultaneously because of poor time management skills results in failure to meet the deadlines and the quality of both teaching and administrative work. It means that not only do teachers who act as TICs make themselves more efficient, but they also organize the work in schools more effectively and provide students with uniform learning. By offering TICs time management training or tools, it is possible that the balance of roles and stress and overall performance during the instructional and administrative roles can be further increased.

According to recent studies, time management and prioritization are the two crucial skills that a teacher who has to balance instruction and administration should have. As an example, Tan and Lim (2022) discovered that the more actively teachers use structured planning, task prioritization, and scheduling strategies, the more effectively they can handle the demands of workload, minimizing the stress level, and ensuring the quality of instructions. This is conducive to the current findings where TICs stressed on planning their day, setting priorities and organization of responsibilities in order to address the teaching as well as the administrative tasks. Although Tan and Lim (2022) emphasize the importance of time management as one of the aspects that affect teacher well-being and productivity, the present study concentrates on its practical application in the leadership sphere, proving how TICs can acquire these competencies via the experience and improve not only their personal efficiency but school functioning and performance in particular. The research recommends that time management and prioritization professional development programs will be of great help to teachers tasked with administrative leadership.

Sub-theme 10.1: Delegation

Delegation refers to the ability of teachers to share responsibilities and involve other staff members in completing administrative tasks. This reduces workload, promotes collaboration, and ensures tasks are accomplished efficiently. Participants emphasized:

“I learned that you don’t have to do everything alone. Delegation is very important, and work becomes easier with cooperation.” – P2

“Working with other teachers and staff helped reduce the workload and ensured tasks were completed efficiently.” – P5

The Delegation sub-theme points to the relevance of collaborative leadership to teachers who act as TICs. The experience of the participants shows that good communication of responsibilities helps not only to decrease the amount of work that a person has to complete, but also brings about teamwork, cooperation, and joint responsibility in the school. This means that delegating TICs are able to concentrate on important decisions and empower other colleagues and therefore, schools have efficient operations and a positive working environment. The promotion of teamwork culture and training on delegation techniques would help to improve leadership effectiveness of TICs, lower stress levels, and administrative performance as well as quality of teaching.

The literature of school leadership and collaboration between teachers notes that delegation and resourcing leadership duties together with teachers is associated with facilitating collaboration, decreasing the workload of individual teachers, and improving the overall performance of the school, which substantiates the current result that Teachers-in-Charge benefit when including colleagues in administrative duties. To illustrate, a study examining the distributed leadership practices in schools has shown that as the leadership roles are divided among the school employees, school personnel feel more empowered and are better-equipped to make decisions and be more involved into the collaborative work, which, in its turn, leads to an improved professional practice and better teaching outcomes (Yang and Chang, 2024). This is in line with what was reported by participants in your research where delegation enabled the TICs to reduce administrative duties, as they shared tasks with other employees to promote team work. But in contrast to the distributed leadership literature, which generally focuses on formal structures and systemic encouragement of common roles, your

results provide a lived experience of TICs adopting informal delegation to cope with workload and develop cooperation, which, in terms of limited formal leadership training, would be highly pragmatic.

Theme 11: Patience, Resilience, and Professional Growth

Patience and resilience reflect the teachers' ability to cope with stress, challenges, and high demands while performing dual roles, while professional growth refers to the skills and confidence gained through experience. Participants shared:

"Balancing teaching and administrative work taught me patience. Not everything can be done immediately, so you have to remain calm and focused even under pressure." – P3

"Overall, the lesson I learned is that growth comes from challenges. Even if it is tiring and stressful, I learned a lot professionally and personally." – P10

"Through balancing duties, I became more confident and resilient in my professional abilities." – P6

The testimonials given by the respondents indicate that the ability to juggle the teaching and administrative roles as a Teacher-in-Charge promote greater personal and professional development. Having numerous responsibilities develop patience, resilience, and confidence because teachers get to know how to be calm when faced with pressure and how to prioritize what is necessary and how to overcome various challenges. It means that the position of TIC though being very demanding is a critical platform of coping strategy development, emotional maturity and professional competence. Schools can facilitate this development by mentoring and guiding and creating systematic opportunities of practicing decision-making and problem solving by TICs which will ultimately improve in leadership capacity and quality of teaching.

Recent studies emphasize that resilience and adaptive coping mechanism among teachers is vital in promoting well being and career development during times of stressful work demands, which is why the current research findings align with the argument that balance of teaching and administrative roles is a primary contributor to patience, resilience and enhanced confidence in Teachers in Charge. An example of the qualitative research is a study by Nwoko et al. (2024) that explored coping strategies employed by primary school educators to sustain occupational health and identified a comprehensive model of coping, SHIELD (Support, Health, Interaction, Empathy, Leadership, Development), that combines both personal and school based coping strategies, including supportive leadership and support of colleagues, which can help teachers to cope with stress and continue to be effective practitioners. This corresponds to the experience of professional development by challenge of your participants, implying that systemic and personal coping mechanisms help you gain resilience and professional competence. Although Nwoko et al. (2024) present a wider model of teacher well-being that also incorporates institutional and personal support, the present study focuses specifically on the development of resilience, patience, and confidence as a result of lived leadership experience as a TIC, which confirms that development in this case is a result of overcoming real world issues in educator positions.

Theme 12: Leadership Skills

Leadership skills refer to teachers' enhanced ability to make decisions, solve problems, and guide both staff and students effectively. Participants shared:

"I learned how to make decisions more effectively and consider consequences carefully before acting." – P6

"I became more confident in resolving problems and conflicts among staff and students." – P7

"Planning ahead became important so that I can manage both teaching and administrative duties efficiently." – P4

The stories presented by the participants indicate that striking a balance between teaching and administrative responsibilities as a Teacher-in-Charge is a path to a great personal and professional development. A multi-tasking situation is one of the factors that make a teacher more patient, resilient, and confident since the teacher learns to stay calm when under stress, to prioritize and to resolve problems successfully. This implies that the demanding nature of TIC as a role is actually a valuable avenue of building coping skills, emotional

growth, and professionalism. To further enable this growth, schools may offer mentoring, guidance, and systematic avenues of enabling TICs to practice decision-making and problem-solving, which will increase leadership capability and the quality of teaching in general.

The studies highlight that leadership ability, particularly decision-making and problem-solving competencies has become a part of teacher professional growth and overall school performance. A systematic review by Gurr (2024) points out that the role of middle and teacher leadership, which implies participating in decision-making processes and assuming leadership roles outside the classroom, is related to higher levels of teacher self-efficacy and instructional influence in schools. This observation correlates with your research, in which Teachers-in-Charge claimed to have an improved ability to make decisions, confidence in staff and student concerns, and a proactive approach to planning as their leadership development outcome. Nonetheless, as Gurr review is general on the role of teacher and middle leadership in different contexts, in your study, this development is a factor that is framed by the lived experience of TICs who juggle the dual role, by showing how the real-world administrative tasks facilitate the development of leadership competencies in the real-life school context. Both of the literatures indicate that professional capacity and quality of instruction can be enhanced through organised assistance and chances to teachers to exercise leadership capabilities.

Theme 13: Work-Life Balance

Work-life balance refers to teachers' ability to manage personal and professional responsibilities to prevent burnout and maintain well-being. Participants shared:

"I realized the importance of balancing personal life with work responsibilities to avoid burnout." – P1

"Taking short breaks and resting when possible helped me stay productive throughout the day." – P8

"Even if the workload was high, I tried to manage stress through small routines and positive thinking." – P3

The experiences of the participants provide an insight into the values of work-life balance maintenance as a Teacher-in-Charge. Balancing between personal and professional life allows for preventing burnout and maintaining a state of well-being, and allows teachers to stay productive and effective in their work. The need to take short breaks, perform small routines, and have a positive attitude was mentioned as one of the strategies to address the overwhelming demands of the job. This means that schools ought to understand the strains and stresses that will be on TICs and implement ways that encourage self-care, stress management, and the ability to sustain work habits that will ensure teacher stress and well-being, together with the quality of school leadership.

The studies on teacher work-life balance emphasize that workplace support, equal roles, and optimistic personal coping mechanisms are all significant in the overall well-being and job satisfaction among educators. A research study by Duran, Pontillas, and Comon (2024) investigating educators in the Opol East District of Misamis Oriental established that teachers with a healthy work-life balance said they were more emotionally well, had higher job satisfaction, and that work-family strife was lessening their mental well-being, and workplace support played an important role in enabling teachers to balance their professional and personal lives. This is in line with the current research findings which showed that the respondents focused on personal and professional life management to avoid burnout (I realized the importance of balancing personal life with professional life... - P1; "Taking short breaks..." - P8; "Even if the workload..." - P3), which indicates that the notion that having the balance between work and life is a crucial element of reducing stress is relevant; it also promotes the effectiveness of the teachers in the long-term. But unlike Duran et al. (2024), who concentrated on quantitative linkages between work-life balance and well-being, the current phenomenological study offers lived experiential data on how individual TICs can practically apply such strategies as short breaks, routines, and positive thinking to support well-being when faced with high job demands.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

According to the results, one can make a conclusion that the role of Teacher-in-Charge in the public elementary schools of the District of Munai is a complex and challenging one that has enormous influence on

the professional and personal life of teachers. According to the TIC post, it is necessary to reconcile between the teaching duties and the administrative tasks, to bear the burden of the expectations of the colleagues, students, and stakeholders, and to make critical decisions regarding a smooth functioning of the school. Irrespective of such challenges, teachers undergo significant personal and professional learning, become leaders, resilient, time management skillful, and improved classroom management behavior. Also, the position enables educators to act as role models to students as well as developing empathy, flexibility and organization abilities. Nevertheless, the requirements of the job also show that one requires proper support, mentoring, and plans to balance between work and life such that teachers can take their two hats and do their duties admirably without burnout. In general, the research shows that TIC role is a challenging position but a good opportunity to develop professionally and become a better leader as a teacher.

Recommendations

Based on the findings of the study, the following are recommended in an attempt to enhance the experiences and performance of teachers who work as Teacher-in-Charge (TIC) in the public elementary schools:

1. **Teacher-in-Charge (TIC) Teachers.** TIC teachers can look back on the experience they have lived, and this research study can be a guide to the coping mechanisms as described in this article to deal with the issue of balancing teaching and administration roles. They are also advised to continue with skills training in time management, delegation, and leadership. Their confidence, decision-making, and overall professional development can be boosted with the help of joining the mentorship programs, peer support groups, and professional development workshops.
2. **School Administrators / Principals.** The findings of this study can be used by school administrators to offer organized information and instructions to TIC teachers. This involves the provision of formal orientation, mentoring, as well as continuous professional development programs that are specialized in leadership, school management, and administration skills. Administrators can also enhance teamwork by assigning responsibilities to the staff well to decrease the workload of the TIC teachers.
3. **Teaching Colleagues and Staff.** The teachers and other staff of schools can establish a conducive and friendly atmosphere for teachers of TIC. By gaining insight into what their colleagues are experiencing, a person can be able to enhance communication, cooperation, and teamwork, which will result in streamlined school operations and increased efficiency in teaching.
4. **School Division and Education Supervisory Bodies.** Supervisory offices can think of ways to develop training programs, workshops, and policies that train teachers to take TIC roles. The succession planning, availability of administrative resources, and structured guidelines can be used to ensure that temporary leadership assignments can be successfully supported and benefit learners and teachers.
5. **Educational Policy Makers.** The findings can be used by policymakers in order to revise and refine policies on temporary leadership assignments in schools. The policies must make sure that TIC roles are clearly spelled out, resourced adequately, and that they are in line with teacher welfare and student learning outcomes. TIC teacher incentives programs and recognition can also be a factor to motivate and maintain effective leadership of schools.
6. **Parents and Community Stakeholders.** Parents and other community members can be urged to assist TIC teachers in the community by collaborating with the school efforts, learning about the burden involved in teaching and administration, and offering assistance or resources that can enhance management in schools as well as student learning.

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