School Management Practices in Addressing Issues and Challenges of Teachers-In-Charge:
A Management Primer

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Abstract

The study explored how school management practices address the challenges faced by Teachers-In-Charge (TICs) in the Schools Division of Camarines Norte. Focusing on instructional leadership, financial management, resource management, and stakeholder engagement, it aimed to identify challenges and corresponding management practices. The research examined the relationship between these challenges and management strategies, providing insights into effective school leadership. The study proposed a tailored intervention program to enhance the leadership capabilities of TICs and improve school management practices within the division.

Grounded in Fayol's Principles of Management, Hersey and Blanchard's Situational Leadership Theory, and Lorenz's Butterfly Effect Theory, the study utilized a descriptive correlational research design. It employed quantitative and qualitative methods, collecting data from 71 TICs through questionnaires. The findings revealed significant challenges in instructional leadership, financial management, resource management, and stakeholder engagement, with data-driven instructional leadership being the most critical issue. A significant negative correlation of -0.975 was found between challenges and management effectiveness.

To address these challenges, TICs used proactive approaches such as Learning Action Cell (LAC) sessions and financial transparency. A proposed Comprehensive Management Primer seeks to enhance TICs' skills in key management areas. The study concluded that improving instructional leadership, resource management, and stakeholder engagement is essential for advancing educational outcomes in the division.

Keywords: Instructional Leadership, Financial Management, Resource Management, Stakeholder Engagement, Teachers-In-Charge

1. Introduction

Republic Act No. 9155, known as the "Governance of Basic Education Act of 2001," establishes the framework for basic education governance in the Philippines. It outlines the authority, accountability, and responsibility of the Department of Education (DepEd) to ensure quality basic education for all citizens, regardless of demographic or geographic factors. The Act emphasizes that schools should be the core of the formal education system, providing the best possible education for all learners. It defines the roles and responsibilities of school heads, including principals, school administrators, and Teachers-In-Charge (TICs), who are expected to exercise instructional leadership and sound administrative management (Republic Act No. 9155, 2001).

Acosta (2015) explains that the public education system in the Philippines operates as a complex learning organization under a centralized policymaking body like DepEd. The hierarchical nature of the system often leads to varied interpretations of policies across different school divisions, making implementation challenging. Acosta argues that the school head's primary role is to ensure all stakeholders are well-informed and manage the complexities brought about by the structure without compromising adherence to policies.

The role of TICs in Philippine public schools is equated with that of a principal in terms of authority, responsibility, and accountability. TICs function as both instructional leaders and administrative managers, responsible for a broad range of tasks. Under Republic Act No. 9155, the school head's duties include setting the mission, vision, and goals of the school, fostering a conducive learning environment, implementing the curriculum, managing school resources, and involving teachers and stakeholders in school initiatives. The role also entails recommending staffing based on needs, facilitating school improvement plans, and accepting donations or grants to enhance teacher competencies and upgrade facilities (Republic Act No. 9155, 2001).

The School-Based Management (SBM) Primer (2009) elaborates on the functions of school heads, identifying key roles such as visionary leadership, motivation, advocacy, and planning. These roles are integrated into the twelve primary functions outlined in Republic Act No. 9155, making school leadership multifaceted. School heads, whether principals or TICs face increasing pressures to adapt to the evolving needs of learners and continuous reforms within DepEd's bureaucratic structure. The changing priorities of top management in DepEd often affect the implementation of educational reforms, complicating the role of school leaders (Department of Education, 2009).

School heads are pivotal in creating an enabling environment for effective teaching and learning. DepEd Order No. 42, s. 2017 underscores the importance of school leadership in developing quality teachers and holistic learners equipped with 21st-century skills. School heads are tasked with steering the school community toward improved educational outcomes and contributing to national development (Department of Education, 2017).

In response to the growing complexity of school leadership, DepEd issued the Philippine Professional Standards for School Heads (PPSSH) through DepEd Order No. 24, s. 2020. This policy serves as a framework for professional accountability among school heads, guiding them in addressing the challenges they face in their leadership roles. However, despite such measures, school leaders often find themselves pressured to make decisions without sufficient time, resources, or knowledge, a situation exacerbated by the COVID-19 pandemic (Department of Education, 2020).

Managing schools in a rapidly changing environment requires flexibility and adaptability. Collaboration, teamwork, and mobilizing diverse skills within the school community are essential in overcoming challenges posed by uncertainty. While the demands of school leadership are immense, they also offer opportunities for learning and growth (Verma and Padhi, 2020).

In the Schools Division of Camarines Norte, 71 designated TICs appointed by the Schools Division Superintendent serve in schools without principal items. These TICs manage schools across both Tagalog-speaking and Bicol-speaking districts, overseeing schools with their own Maintenance and Other Operating Expenses (MOOE) budgets. As school heads, they bear full responsibility for both instructional and administrative leadership in their respective schools.

Given this context, the present study explores the school management practices employed by TICs in addressing the challenges they face. By identifying effective strategies, the research aims to develop an intervention program that TICs can implement to resolve issues and challenges in their schools. This study aims to contribute to the improvement of basic education services in the Schools Division of Camarines Norte, particularly in schools where TICs serve as school heads. The knowledge gap to be bridged lies in understanding how TICs can effectively manage the dual roles of instructional and administrative leadership, especially in schools where they serve without the formal title of principal.

1.1. Objective of the Study

This study aimed to explore the school management practices employed to address the issues and challenges faced by Teachers-In-Charge (TICs) in the Schools Division of Camarines Norte. By focusing on key areas such as instructional leadership, financial management, resources management, and stakeholder engagement, the research sought to provide a comprehensive understanding of how TICs managed both instructional and administrative responsibilities. The study also examined the effectiveness of the courses of action implemented by TICs in resolving these challenges, offering insights into the strategies that contributed to effective school leadership and management.

The research specifically addressed several questions to guide the investigation. It aimed to identify the challenges encountered by TICs in terms of instructional leadership, financial management, resources management, and stakeholder engagement. It also examined the management practices used to address these challenges, exploring the relationship between the challenges and the management practices employed by TICs. Furthermore, the study aimed to develop an intervention program tailored to the needs of TICs in the Schools Division of Camarines Norte, designed to improve leadership and management practices and enhance overall school performance.

2. Methodology

This study employed a descriptive correlational research design, integrating both quantitative and qualitative methods. The quantitative approach quantified respondents' answers, particularly the frequency, ranking, and percentage of those addressing specific indicators on the checklist. This helped describe the identified issues, challenges, courses of action, and management practices of Teachers-In-Charge (TICs) (QuestionPro, 2023). The qualitative method provided detailed insights into the courses of action taken by TICs based on interviews. This approach offered a deeper understanding of the context and subjective experiences of the TICs (American University, 2020).

2.1. Population, Sample Size, and Sampling Technique

The Research and Planning Division of the Schools Division Office of Camarines Norte reported that 71 Teachers-In-Charge (TICs) serve as school heads in public elementary schools within the division, appointed by the Schools Division Superintendent. As school leaders, they oversee the management of their respective schools. This study used the total enumeration method, which examines the entire population with a specific set of characteristics (Laerd Dissertation, 2023). This approach ensured all TICs in Camarines Norte could participate, providing them the opportunity to express their issues and concerns regarding school management.

2.2. Data Gathering Procedures

The research instrument underwent rigorous validation, including scrutiny by validators and approval by the research panel, ensuring alignment with the study's objectives. Permission was secured from the Office of the Schools Division Superintendent before data collection, and interviews were scheduled with respondents. Ethical considerations were strictly observed, with informed consent forms provided to respondents, ensuring voluntary participation and the option to withdraw at any time. Confidentiality was prioritized, with personal information kept secure and used solely for research purposes.

The data-gathering process began with a thorough literature review, informing the development of survey questions aligned with research objectives. Questionnaires were designed for clarity and depth, guiding respondents through the survey to provide a comprehensive view of the challenges. Survey questionnaires were distributed through carefully selected channels to maximize response rates, with ethical standards upheld

throughout the research. Respondents were fully informed about the research objectives, procedures, potential risks, and benefits and were reminded of their right to withdraw or refuse to answer sensitive questions. Confidentiality was maintained by anonymizing respondents' identities and securely storing data. Interviews were recorded with respondents' consent for data analysis purposes and handled with strict confidentiality. A comprehensive data analysis plan incorporated both quantitative and qualitative techniques, using statistical tools and thematic analysis to identify patterns and extract deeper insights, ensuring a robust and ethical approach to data gathering and analysis.

2.3. Statistical Treatment of Data

Various statistical tools were employed, including frequency percentage and weighted mean for analyzing responses to SOPs 1, 2, and 3. These tools helped understand the distribution and central tendency of the data, offering insights into the identified issues, challenges, and corresponding school management practices. For SOP 4, the Pearson Product Moment Correlation was used to assess the relationship between the identified issues and challenges (SOP 1) and the school management practices (SOP 3), determining if a significant linear relationship existed between these variables.

Data were meticulously organized and recorded in tables for clear analysis. The weighted mean provided a comprehensive description of the data set by calculating the average responses for each indicator. The Pearson Product Moment Correlation evaluated the linear relationship between two variables, indicating how changes in one variable correspond to changes in another. This method required the data to meet specific criteria, such as having continuous variables that are bivariate and normally distributed. As highlighted by Laerd Statistics (2020), these assumptions are crucial for the correct use of Pearson correlation, which provides the necessary statistical evidence to evaluate the relationship between key variables. The Pearson Product-Moment Correlation coefficient is calculated using the formula:

$$r = \frac{\sum_{i=1}^{n} (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^{n} (x_i - \bar{x})^2 \sum_{i=1}^{n} (y_i - \bar{y})^2}}$$

3. Results and Discussion

3.1. School Management Practices in Addressing Issues and Challenges

In response to the challenges in school management, Teachers-In-Charge (TICs) in the Schools Division of Camarines Norte implemented various actions, primarily focusing on instructional leadership. The highest-ranked action, with a mean score of 4.16, is conducting Learning Action Cell (LAC) sessions to develop assessment tools and contextualize learning materials, emphasizing collaborative professional development. Teacher-In-Charge C highlighted that LAC sessions are essential for effective instructional supervision and improving student outcomes. Conversely, referring issues to top management ranked lowest, with a mean of 3.66, suggesting that TICs prefer resolving issues at the school level. The overall weighted mean of 3.92 indicates that TICs consistently engage in these actions to address instructional supervision challenges. Utilizing self-directed teachers as mentors, as noted by Teacher-In-Charge A, further supports a proactive approach to professional development. Research by Hennessy et al. (2022) aligns with these findings, advocating for peer mentoring and learning communities, while Joyce and Calhoun (2024) suggest that formalized supervision structures may yield more significant improvements.

Table 1. School Management Practices in Addressing Issues and Challenges Along Instructional Leadership

Indicators	Mean	Rank

	Mean	Rank
Participated/Attended capacity-building activities	3.94	4
Seek advice from senior TICs/Principal/PSDS/EPS	3.88	6
Refer issues to top management PSDS/ASDS/SDS	3.66	8
Read books, manuals, and department issuances relative to instructional supervision	3.79	7
Conduct LAC session on the development of assessment tools and contextualization	4.16	1
Tap self-directed teachers to mentor other teachers	4.01	2
Established professional learning community	4	3
Maintained status quo	3.91	5
Overall Weighted Mean	3.92	

Rating Scale:	**Descriptive Interpretation:**
4.2-5.00	*everytime*
3.4-4.19	*almost everytime*
2.6-3.39	*sometimes/occasionally*
1.8-2.59	*almost never*
1.00-1.79	*never*

In financial management, the highest-ranked action, with a mean score of 4.37, is the frequent presentation of financial reports to stakeholders for transparency, which is crucial in gaining trust and support. Teacher-In-Charge D emphasized that regularly updating the transparency board informs everyone about the school's budget, while Teacher-In-Charge F highlighted that financial transparency ensures continued stakeholder support, especially from the SPTA. In contrast, actions like referring issues to top management or designating teachers as financial staff, both with a mean of 3.96, are less frequently practiced, indicating a preference for resolving financial matters at the school level. The overall mean score of 4.1 suggests that TICs consistently engage in proactive financial management. The findings underscore the importance of transparency, aligning with Afsar and Umrani's (2020) emphasis on stakeholder involvement, while Leithwood et al. (2020) argue for more formalized approaches to financial accountability.

Table 2. School Management Practices in Addressing Issues and Challenges Along Financial Management

Indicators	Mean	Rank
Participated/Attended capacity-building activities	4.06	3
Seek advice from senior TICs/Principal/PSDS/EPS	4.01	4
Refer issues to top management PSDS/ASDS/SDS	3.96	6.5
Reading books, manuals, and department issuances, particularly the RA 9184	3.97	5
Designate teachers as financial staff	3.96	6.5
Present financial report to stakeholders for transparency	4.37	1
Involve teachers, parents, and students in the preparation of the annual budget by crafting of annual improvement plan	4.34	2
Overall Weighted Mean	4.1	

Rating Scale:	**Descriptive Interpretation:**
4.2-5.00	*everytime*
3.4-4.19	*almost everytime*
2.6-3.39	*sometimes/occasionally*
1.8-2.59	*almost never*
1.00-1.79	*never*

In resource management, the highest-rated action, with a mean score of 4.25, is collaborating with stakeholders to encourage donations for improving school facilities, emphasizing the crucial role of partnerships in addressing resource gaps. Teacher-In-Charge C highlighted the importance of such collaboration, noting that stakeholders often provide what the school's MOOE cannot cover. In contrast, soliciting voluntary contributions from parents, with a mean score of 3.6, is less common, reflecting a preference for broader community support overburdening parents. With an overall mean of 3.94, TICs demonstrate a proactive approach to resource management, though they may benefit from diversifying their strategies. Teacher-In-Charge I stressed the need to elevate issues beyond school control to higher authorities and prioritize orientations on partnership building to enhance resource management skills. These findings align with Puri et al. (2024), who emphasize community

involvement, while Bryan et al. (2020) suggest more formalized approaches might be needed for improved resource allocation.

Table 3. School Management Practices in Addressing Issues and Challenges Along Resources Management

Indicators	Mean	Rank
Participated/Attended capacity-building activities	4.1	2.5
Seek advice from senior TICs/Principal/PSDS/EPS	4.07	4
Refer issues to top management PSDS/ASDS/SDS	4.1	2.5
Collaborate with stakeholders to encourage donations for the improvement of school facilities	4.25	1
Solicit from stakeholders and other private individuals	3.88	5
Ask for voluntary contributions from parents	3.6	8
Conduct income-generating projects to source funds for the repair and maintenance of school facilities	3.68	7
Maintained status quo	3.82	6
Overall Weighted Mean	3.94	

Rating Scale: *Descriptive Interpretation:*
4.2-5.00   *everytime*
3.4-4.19   *almost everytime*
2.6-3.39   *sometimes/occasionally*
1.8-2.59   *almost never*
1.00-1.79   *never*

In stakeholder engagement, the highest-rated action, with a mean score of 4.18, is conducting advocacy campaigns to boost participation in Brigada Eskwela, emphasizing the critical role of communication, particularly through social media, in mobilizing community support. Teacher-In-Charge N stressed the importance of these campaigns in engaging stakeholders, while Teacher-In-Charge B noted increased materials and services received as a result of social media efforts. In contrast, income-generating projects, with a mean score of 3.71, are less frequently utilized, possibly due to organizational challenges or a preference for alternative funding strategies. With an overall mean of 3.97, TICs regularly engage in various stakeholder-related actions, though additional support in developing income-generating projects may be beneficial. Teacher-In-Charge G emphasized the need for comprehensive training in school management, particularly in supervision, MOOE utilization, and partnership building. These findings align with Puri et al. (2020), who stress the value of community involvement, while Bryan et al. (2024) suggest formalized approaches might better enhance stakeholder engagement.

Table 4. School Management Practices in Addressing Issues and Challenges Along Stakeholders Engagement

Indicators	Mean	Rank
Participated/Attended capacity-building activities	3.88	6
Seek advice from senior TICs/Principal/PSDS/EPS	4.04	3
Refer issues to top management PSDS/ASDS/SDS	3.96	4
Collaborate with stakeholders to encourage donations for the improvement of school facilities	4.06	2
Conduct an advocacy campaign to stakeholders to increase participation in Brigada Eskwela	4.18	1
Send notices and letters to parents asking them to attend meetings and other school activities	3.94	5
Conduct income-generating projects to source funds for the repair and maintenance of school facilities	3.71	7
Overall Weighted Mean	3.97	

Rating Scale: *Descriptive Interpretation:*
4.2-5.00   *everytime*
3.4-4.19   *almost everytime*
2.6-3.39   *sometimes/occasionally*
1.8-2.59   *almost never*
1.00-1.79   *never*

3.2. Identified Issues and Challenges

The highest mean score in Table 5 for instructional leadership was "Utilizing learning outcomes in developing data-based interventions to improve learner achievement," with a mean of 2.78, highlighting it as the most challenging aspect for Teachers-In-Charge (TICs) in the Schools Division of Camarines Norte. TIC A acknowledged the need for further training in aligning interventions with the Philippines Professional Standards for Teachers (PPST). Conversely, "Communicating through emails and other written communication" had the lowest mean score of 2.34, indicating that TICs found this area less challenging due to increased ease of communication through mobile devices, as noted by TIC D. The overall weighted mean of 2.59 suggests that while instructional leadership presents challenges, they are not perceived as overly serious. These findings underscore the need for professional development in data-driven decision-making and continued support for TICs in instructional supervision. Research by Daniëls et al. (2019) aligns with these results, emphasizing instructional leadership's impact on student achievement, while Leithwood et al. (2020) suggest that more intensive interventions may be required.

Table 5. Issues and Challenges Along Instructional Leadership

Indicators	Mean	Rank
Communicating through emails and other written communication.	2.34	7
Adopting new technology for teaching tools and for overseeing staff initiatives.	2.56	5
Providing immediate feedback to teachers on their work performance	2.53	6
Giving technical assistance in the review of contextualization and implementation of learning standards to make the curriculum relevant for learners.	2.57	4
Utilizing learning outcomes in developing data-based interventions to improve learner achievement	2.78	1
Providing technical assistance to teachers in making assessment tools.	2.63	3
Providing technical assistance to teachers on teaching standards and pedagogies.	2.72	2
Overall Weighted Mean	2.59	

Rating Scale:	Descriptive Interpretation:
4.2-5.00	very serious
3.4-4.19	serious
2.6-3.39	moderately serious
1.8-2.59	less serious
1.00-1.79	least serious

In financial management, the most challenging indicator for Teachers-In-Charge (TICs) in the Schools Division of Camarines Norte was "Setting priorities when dealing with governance and accountability," with a mean of 2.6, reflecting the complexity of managing tasks and ensuring accountability. In contrast, "Canvass of goods and materials" had the lowest mean score of 2.43, indicating TICs found procurement less challenging. The overall mean of 2.5 suggests financial management challenges are not perceived as overly serious, though they still require attention for effective school governance. The findings highlight a need for professional development in governance and accountability, while other areas may benefit from additional resources and support. TIC F noted the difficulty in handling liquidation without non-teaching staff, and TIC K emphasized the importance of feedback to the Schools Division Office for challenges beyond their control. Studies by Afsar and Umrani (2020) support the critical role of school leaders in financial management, though Leithwood et al. (2020) suggest these challenges may require more intensive interventions.

Table 6. Issues and Challenges Along Financial Management

Indicators	Mean	Rank
Setting priorities when dealing with governance and accountability	2.6	1
Planning the annual school budget	2.53	2.5
Preparation of Annual Procurement Plan	2.46	7
Canvass of goods and materials	2.43	8

Liquidation reports preparation	2.53	2.5
Records keeping and management	2.49	5
Lack of skills in accounting	2.47	6
No financial staff in the school	2.5	4
Overall Weighted Mean	2.5	

Rating Scale: ***Descriptive Interpretation:***
4.2-5.00   *very serious*
3.4-4.19   *serious*
2.6-3.39   *moderately serious*
1.8-2.59   *less serious*
1.00-1.79   *least serious*

In resources management, the most significant challenge for Teachers-In-Charge (TICs) in the Schools Division of Camarines Norte was the lack of a proper canteen facility, with a mean score of 3.57, underscoring its importance for student nutrition and overall well-being. TIC G emphasized the difficulties this posed, particularly in ensuring proper nutrition and access to safe drinking water. On the other hand, "Class size exceeded to pupil and classroom ratio" had the lowest mean score of 2.85, suggesting TICs found this aspect less challenging. The overall mean of 3.24, categorized as "moderately serious," indicates that while resource management presents notable issues, they are not perceived as overwhelmingly severe. However, improving infrastructure, especially canteen facilities, remains essential. Studies like Shim and Lee (2020) support the significance of school facilities for student outcomes, while Kristensen and Remmen (2019) argue that resource management challenges may be more severe than TICs suggest.

Table 7. Issues and Challenges Along Resources Management

Indicators	Mean	Rank
Shortage of classroom	3.1	5
Inadequate furniture such as chairs and cabinets	2.87	6
Unavailability of textbooks and other learning materials	3.28	4
Class size exceeded to pupil and classroom ratio	2.85	7
No building for school canteen purposes	3.57	1
Not well-functional water system	3.54	2
Inadequacy of Recreational facilities	3.44	3
Overall Weighted Mean	3.24	

Rating Scale: ***Descriptive Interpretation:***
4.2-5.00   *very serious*
3.4-4.19   *serious*
2.6-3.39   *moderately serious*
1.8-2.59   *less serious*
1.00-1.79   *least serious*

In stakeholders engagement, Teachers-In-Charge (TICs) in the Schools Division of Camarines Norte found the lack of support from Local Government Units (LGUs) to be the most significant challenge, with a mean score of 3.57. TIC L attributed this to the large number of schools, while TIC M noted the difficulty of receiving LGU support in remote areas. Conversely, "Number of participation of volunteers Brigada Eskwela" had the lowest mean score of 2.85, indicating that community involvement in this program is less of a challenge. The overall mean score of 3.24, categorized as "moderately serious," suggests that while there are notable issues in stakeholder engagement, they are not perceived as severe by TICs. However, improving collaboration with LGUs remains crucial. Research such as that by Janse van Rensburg and Clasquin-Johnson (2023) supports the importance of community involvement, while Bryan et al. (2020) argue that challenges in stakeholder engagement may require more intensive interventions.

Table 8. Issues and Challenges Along Stakeholders Engagement

Indicators	Mean	Rank
Organization of SPTA	3.1	5
Functionality of School Governance Council	2.87	6
Participation of Parents in the Homeroom Meetings	3.28	4
Number of participation of volunteers Brigada Eskwela	2.85	7
Support of the LGUs	3.57	1
Attendance of the external stakeholders in crafting the School Improvement Plan	3.54	2
Participation of the external stakeholders in the implementation of Programs, Projects, and Activities of the school.	3.44	3
Overall Weighted Mean	3.24	

Rating Scale:	*Descriptive Interpretation:*
4.2-5.00	*very serious*
3.4-4.19	*serious*
2.6-3.39	*moderately serious*
1.8-2.59	*less serious*
1.00-1.79	*least serious*

3.3. Significant Relationship Between the Identified Issues and Challenges and the Courses of Action Taken

The study revealed significant negative correlations between resource management ($r = -0.818$) and stakeholder engagement ($r = -0.814$) with the courses of action taken by Teachers-In-Charge (TICs) in Camarines Norte, indicating that as challenges in these areas intensified, the effectiveness of their responses diminished. These findings suggest systemic barriers, such as limited autonomy and insufficient stakeholder trust, that hinder effective action. Conversely, non-significant correlations for instructional leadership and financial management point to constraints like inadequate training and centralized decision-making, aligning with Dizon (2019), who noted the challenges of resource-limited school settings. The results, reflecting Bandura's Social Cognitive Theory, highlight the importance of self-efficacy and training in strategic resource mobilization and partnership-building. While they diverge from Leithwood et al. (2020), who emphasized leadership innovation in resource-scarce environments, they underscore the need for tailored interventions, including mentorship, structured partnerships, and financial autonomy, to empower TICs and enhance school management practices.

Table 9. Correlation Between the Identified Issues and Challenges and the School Management Practices in Addressing the Issues and Challenges by the Respondents

| Variables | ISSUES AND CHALLENGES | | | |
	Instructional Leadership	Financial Management	Resources Management	Stakeholders Engagement
SCHOOL MANAGEMENT PRACTICES				
Instructional Leadership	0.532	0.253	-.574	0.189
Sig.	2.19	.585	.178	.685
Financial Management	.438	-.098	0.015	0.032
Sig.	.278	.834	.973	.946
Resources Management	.591	.508	-.818*	-0.150
Sig.	.162	.245	.025	.749
Stakeholder Engagement	.592	.502	-.814*	-.150
Sig.	.162	.251	.026	.749
N	71	71	71	71

*Note: N= Sample size, * p < .05, **p < .01*

3.4. Interventions to Address the Issues and Concerns

The proposed "Management Approaches for Teachers-In-Charge" (MATIC) framework addresses challenges in instructional supervision, financial management, resource management, and stakeholder

engagement through targeted and collaborative practices. Key interventions include Learning Action Cell (LAC) sessions, mentorship programs, and capacity-building initiatives to enhance instructional leadership and teacher development. Financial management practices focus on transparency, stakeholder involvement in budget planning, and skill development for accountability. Resource management challenges are mitigated through strategic collaboration, advocacy for infrastructural improvements, and escalating unresolved issues to higher authorities. Stakeholder engagement is strengthened via advocacy campaigns and active involvement in programs like Brigada Eskwela and the School Improvement Plan (SIP). By promoting transparency, professional growth, and participative leadership, the MATIC framework empowers Teachers-In-Charge to address school management challenges and foster sustainable development.

4. Conclusion and Recommendations

This study concluded proactive strategies in instructional supervision, financial management, resource mobilization, and stakeholder engagement. Key practices included Learning Action Cell (LAC) sessions and transparent financial reporting, which enhanced professional development and accountability. Challenges such as inadequate facilities and limited LGU support were noted, particularly in resource and stakeholder management. A proposed framework, "Management Approaches for Teachers-In-Charge" (MATIC), aims to improve transparency, collaboration, and professional growth, promoting sustainable school improvement and better educational outcomes.

The study recommended targeted professional development for Teachers-In-Charge (TICs) in Camarines Norte, emphasizing instructional leadership, financial governance, and stakeholder collaboration. The Schools Division Office (SDO) should facilitate Learning Action Cell (LAC) sessions on data-driven decision-making and financial transparency led by experienced school leaders. TICs can partner with Local Government Units (LGUs) and private entities to address resource challenges, with support from designated SDO partnership focal persons. Advocacy through social media and community events can boost stakeholder engagement, particularly for initiatives like Brigada Eskwela. Future research should focus on the long-term impact of the MATIC framework and socio-economic factors affecting TICs' leadership abilities.

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