



**SCHOOL HEADS' CONTINGENCY STRATEGIES ON TEACHERS'
NON-ADMINISTRATIVE FUNCTIONS: BASES FOR PROGRAM
RECOMMENDATION**

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ABSTRACT

This qualitative study aimed to determine the school heads' contingency strategies on teachers' non-administrative functions as basis for program recommendation in Schools District of Leon II during the school year 2024-2025. The data of the study were gathered through an in-depth interview and they were analyzed and interpreted using thematic analysis. The study found out that the non-administrative functions of teachers included teaching different learning areas, assuming school coordinatorship, preparing daily plans, instructional materials, reports, and forms, conducting remediation activities, setting conference with parents, and providing learning environment. The study revealed that teachers cope with their non-academic functions through multi-tasking, time management, open-mindedness, and good communication. Based on the results of the study, a policy recommendation composed of several programs is hereby recommended. These programs should be geared towards training teachers to perform their tasks effectively.

Keywords: *School Heads, Contingency Strategies, Teachers, Non-Administrative Function, Program Recommendation*

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INTRODUCTION

Over the years, one of the prevalent problems of the schools is the unavailability of the non-teaching staff who can serve the school in response to its administrative functions.

As school heads bear most of the responsibilities, some of the tasks are being delegated to teachers to ensure that the required reports are submitted on time. This situation made teachers assume overwhelming workloads instead of focusing on teaching their students.

Teachers are unable to devote their time and energy to prepare their lessons, instructional materials, and execute the administrators school policies designed for the welfare of the students and other technical competencies as part of their duties and responsibilities.

As teachers in public schools, especially when assigned in a small or multigrade school, teachers can experience heavy workload of coordinators not related to academic or teaching and are added on top of their teaching loads and subject coordinatorship. Thus, this accelerates teachers' burnout and exhaustion on their job.

Considering that the school head is the leader of the institution, he ensures smooth school operations and secures effective management by implementing several contingency strategies. Through this, the daily activities of schools will continue as they are expected to serve their clientele by providing quality education to learners.

A school head sees to it that teachers within his school have been trained to handle multiple responsibilities whenever one of them is unavailable to allow continuity of services or functions and delegate tasks equally to all teachers to avoid over-reliance to single individual.

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The removal of these administrative functions to teachers may increase their ability to take necessary time in class preparation and feedback on learners' progress on different learning areas.

The researcher observed that, even though there is already an order coming from the Department of Education, there are still schools that experience problems when it comes to performing administrative and non-administrative functions in school. Due to unavailability of personnel to do the administrative functions, teachers need to assume tasks which are not anymore part of their ancillary functions.

This study may allow program implementers to look at the core of the problem and see the real situation in places or schools situated in far-flung areas. They may be given awareness on providing concrete, permanent and immediate solutions to address concerns of the school head as well as the teachers. In situation where there is lack of manpower, the school head finds it difficult to accomplish all the necessary reports because he has already so many tasks on hand like liquidation of funds, proving technical assistance to teachers, supervisory functions, and so many more since administrative tasks previously handled by teacher were ordered to be handled by them. On the part of the teachers, they have to assume all the ancillary functions aside from teaching, which detract them from performing their teaching obligation to their students.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of this study was to determine the implementation of the school heads contingency strategies on teachers' non-administrative functions as basis for program recommendation in the District of Leon II during the school year 2024-2025.

Research Method

The research method utilized in this study was qualitative research using in-depth interview.

Descriptive method according to Fraenkel and Wallen (2007) is used to describe a given situation as fully and carefully as possible.

The interviewer with the interviewee during the interview was allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study used phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences.

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Phenomenology was done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

According to Smith (2013), phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Participants of the Study

The total number of participants were 17, 3 school heads and 14 teachers. These 3 school heads were the participants available during the conduct of the study. On the other hand, 14 teachers were purposely taken, and these teachers showed willingness and full cooperation during the conduct of the study. These participants were all taken from the three schools within the Schools District of Leon II during the school year 2024-2025.

Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling.

Also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

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Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if you need to find information-rich cases or make the most out of limited resources but is at high risk for research biases like observer bias.

Research Instrument

A researcher-made interview schedule was used as an instrument to gather data. The interview schedule had eight specific questions that were directly asked to the participants. Four of these questions were asked to the teachers and four questions to the school heads.

Voice and video recorders were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School, then a panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In content-related evidence of validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel and Wallen, 2007).

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Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to the participants but prior to this, the researcher encouraged first the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, voice and video recorders were also provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

Data Analysis

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes

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to address the research or say something about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

RESULTS AND DISCUSSIONS

The study aimed to determine school heads' contingency strategies for teachers' non-administrative functions in the Schools District of Leon II during the 2024-2025 school year. A qualitative method using in-depth interviews was used, with 17 participants composed of 3 school heads and 14 teachers. A researcher-made interview schedule was used, with eight specific questions for teachers and heads. The questionnaire was validated by a panel of experts, and permission was obtained from various sources. Data was collected, analyzed, and interpreted using thematic approach, and the results were consolidated after series of interviews.

The following are the findings of the study:

Based on the results of the in-depth interview with the participants, it was found out that the non-administrative functions of teachers included teaching different learning areas, assuming school coordinatorship, preparing daily plans, instructional materials, forms, and reports, conducting remediation activities, setting conference with parents, and providing learning environment.

It was found out that teachers accepted non-administrative functions willingly and happily. They accepted it with dedication and passion to help others.

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It was also found out that teachers perform the non-administrative functions through planning for best, collaborating with each other, systematizing work, and showing sense responsibility.

During the in-depth interview with the participants, it was found out that teachers cope with their non-administrative functions by multi-tasking, time management, open-mindedness, and good communication.

The results of the in-depth interview with the participants found out that the non-administrative functions assigned to teachers by the school heads were curriculum planning, curriculum delivery and pedagogy, assessment of learners' progress, homeroom guidance and management, and teaching-related assignments.

It was found out that the factors considered by school heads in assigning non-administrative functions to teachers were teachers' strengths and skills, workload and availability, experience and background, learners' needs, school priorities and goals, teachers' interest and willingness.

It was also found out that the school heads' implementation of the non-administrative functions of teachers were familiarizing the guidelines and ensuring all staff understands their functions.

Based on the results of the interview conducted to the participants the contingency strategies of school heads on the non-administrative functions of teachers were providing

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backups and rationalizing workload, allowing flexibility in schedules, and providing encouragement and technical assistance.

Several programs are hereby recommended for implementation. These programs were based on the responses of the participants during the in-depth interview that have implications for improvement. These programs are geared toward training and capacity building on time management, reviewing and updating teachers' awareness, and establishing monitoring and evaluation mechanisms.

Based on the findings, the following insights were drawn:

Teachers are not only responsible for imparting knowledge but also for nurturing a supportive and effective learning atmosphere. This multifaceted role can often lead to challenges, particularly when balancing these responsibilities with non-administrative duties.

Teachers are not just fulfilling duties; they are actively contributing to the educational community out of dedication and love for their work. Recognizing and supporting this positive mindset can lead to enhanced teacher morale and a more effective learning environment.

Teachers not only embrace their non-administrative functions but also approach them with intentionality and professionalism, and they create a more effective and enriching educational experience.

Teachers are not only dedicated to their roles but also equipped with essential skills to cope with the complexities of their non-administrative functions and enhance their effectiveness and create a supportive learning environment.

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The non-administrative functions assigned to teachers illustrate their integral role in the educational system. Teachers not only enhance academic achievement but also contribute to the overall development of their learners.

The thoughtful consideration of school heads reflects a comprehensive approach to teacher assignment that prioritizes both individual strengths and collective goals. By aligning non-administrative functions with teachers' capabilities and student needs, schools can enhance educational effectiveness, promote teacher satisfaction, and ultimately improve student outcomes.

The proactive approach taken by school heads in familiarizing teachers with guidelines and ensuring understanding of their non-administrative functions is vital for creating a productive educational environment. This strategy not only clarifies roles and responsibilities but also fosters collaboration, support, and professional growth among staff.

The contingency strategies employed by school heads in managing the non-administrative functions of teachers reflect a thoughtful and supportive leadership style. This strategic approach is essential for navigating the complexities of modern education and fostering a thriving school community.

CONCLUSION

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

The emphasis on non-administrative functions suggests a need for greater recognition and support for teachers in these areas. By understanding the breadth of their roles,

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educational institutions can better support teachers through professional development and resources, ultimately enhancing the educational experience for both teachers and students.

Schools should prioritize the fostering of teachers' passion through professional development opportunities, recognition programs, and supportive policies that acknowledge the vital role teachers play beyond administrative tasks. Recognizing and supporting these strategies can empower educators, enhance teamwork, and ultimately lead to improved student outcomes in the classroom.

There should be a regular meeting with the teachers in school by the school heads to remind them that their non-administrative functions are secondary to their main function which is teaching. School heads should always be reminded about their supervisory and administrative functions. The delegation of these functions to teachers has limitations and temporary in nature.

Teachers' non-administrative functions and school heads supervisory and administrative functions should regularly include as important topics every time there is a meeting, conferences, In-service trainings, and even during school Learning Action Cell (LAC) sessions.

A copy of program recommendation should be given to the Schools Division Office, District office, and to the office of the school heads for their information and guidance, and if necessary be implemented in their respective schools.

A similar study is also encouraged to be conducted in the future, consider other variables not used nor mentioned in the study, and if possible, a quantitative research to

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determine the level of acceptance, implementation, and the correlation of the non-administrative functions with the learners' performance.



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