



Challenges and Coping Mechanisms of Teachers-In-Charge

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Abstract: The purpose of this study is to determine the challenges and the coping mechanism of Teachers-in-charge in the 2nd district of Sorsogon Province. The instrument employed was the questionnaire developed by the researchers and unstructured interview was done to gather data to the respondents. Frequency count and rank are the statistical tools employed in interpreting data. The findings of this study were: 1. Most of the teachers-in-charge' age is in ranged 36-45. Male was dominant than female. Most of them have units earned in master' degree. In years in service are in 6-10 years. No. of attended training are ranging from 5-15. They handled multi-grade classes and the number of teachers they handled is in range 5 below. 2. The top challenges of TICs are Lesson backlog, accomplishing unfamiliar reports, insufficient fund for the school maintenance and repairs, poor supports of parents in feeding program and stressful to meet the deadline of reports while teaching. 3. The respondent's coping mechanisms are surfing the net, eating their favorite food, hanging around with their friends, playing basketball, walking, listening to music, taking a nap, shopping and listening to the advice of a life coach. The researchers recommend the following: Conduct Team building activity to address the needs of the TIC who experience difficulties and challenges in handling the school. 3. Teachers-in-charge may attend seminar workshop in dealing with stress. 4. Future researches on the coping mechanism of teacher-in-charge be conducted to determine the legality, validity and reliability of this study.

Keywords: Challenges, Coping Mechanism, Teachers-in-charge, Classes handled

INTRODUCTION

The school is one of the institutions that plays a vital role in social development. The society we have, including the identity and cohesion within society and its understanding and acceptance of other societies, is seen to be largely created in our schools (Mulford, 2003). It is an academe where the students enhance essential skills, knowledge and values that will lead them for further learning and participation in the community. Schools are one of the few remaining institutions to offer partnerships to families in socialization and investment through quality education.

In order to carry out the school's mission and vision, a leader that will propel the school towards its development is highly needed. It is no wonder that the "school improvement movement of the past 20 years has put a great emphasis on the role of leaders" (OECD, 2001 b.p. 32). (Fullan (2002) has gone as far to conclude that "effective school leaders are keys to have scale, sustainable education reform". It is no secret that performing schools have performing leaders, that the development of school squarely lies in a school head.

Similarly, not only school leaders are important but also they are generally seen to be taking on more and more roles. Leithwood et al (2002) review of the empirical literature on elective leadership in accountability, school contexts identify 121 school leadership practices. List of practices, competencies or standards prompt a concern that school leaders are not only being pulled in many different directions simultaneously but that they may be being asked to do too much.

In the Philippines, 21.4% of teachers-in-charge are handling multi-grade classes. This lack of principal items may imply that a significant percentage of the surveyed multi-grade schools are deprived of instructional leadership. Moreover, teachers who act as head are doubly burdened with teaching and supervisory jobs rolled into one (SEAMEO INNOTECH, 2011).

Meanwhile, legal bases strengthen in designating TIC. DepEd Order no. 85, s. 2003 stated that Schools Division Superintendent has the power to designate teachers-in-charge with a requirement of at least three years of experience in teaching. This issuance was strengthened by DepEd Order no. 42, s. 2007 also known as the Revised Guidelines on Selection, Promotion and Designation of School heads. Under Section 6.1 Rule VI of the Implementing Rules and Regulations of Republic Act 9155 or the "Governance of Basic Education Act of 2001" states that there shall be a school head for all public elementary and secondary schools, that the school



head is responsible for the administrative and instructional supervision of the school or cluster of schools)

Sorsogon province is one of the smallest provinces in the Philippines. It is the southernmost province in Bicol Region. It is characterized by an irregular topography; mountain, sloping uplands and marshlands. It is also surrounded by water. Because of its location, numerous schools are found in coastal and mountainous areas. It has 2 congressional districts – the 1st and 2nd district. This study was conducted in 2nd district.

Teachers-in-charge in Sorsogon province faced challenges in managing their respective schools. Due to the fact that they carrying multiple roles, they had hard time in dealing with all job related to their designation. Such jobs are teaching while doing school reports, handling teachers issues and resistance from the community. This tasks were supposedly given to the full-fledge school head only but because of minimal pupils' enrolment, teacher-in-charge was installed. It is stressful on the part of the teachers-in-charge as this task were added to them without even a compensation or an increase to their teaching position. Performing multiple task is not easy as it gives stress especially to the new designated TICs. With this, the researcher believes that it is necessary to conduct a study on the challenges of the teachers so that necessary adjustment or coping may be formulated.

Research Questions

This study determined the challenges and coping mechanisms of teachers-in-charge in the second district of Sorsogon Province for the school year 2018-2019.

Specifically, it sought answers to the following questions:

1. What is the profile of teachers-in-charge in 2nd District of Sorsogon in terms of:
 - a. Age
 - b. Sex
 - c. Highest Educational Attainment
 - d. Years in service as Teacher-in-Charge
 - e. Number of management-related seminars attended
 - f. Classes handled
 - g. Numbers of teachers handled
2. What are the challenges encountered by the respondents in managing his/her functions along:

- a. Instruction
- b. Preparation of instruction materials
- c. Administration
- d. Stakeholders' support
- e. Personal challenges

3. What are the coping mechanisms of the respondents on the challenges encountered in managing his/her function?

4. What could be proposed based from the result of the study?

Related Literatures

The researcher encounters numerous related reading materials which are important to the present research. These literatures have contributed much to the researcher's understanding of the study.

Leaders of the most successful schools in challenging circumstances are typically highly engaged with and trusted by the school's parents and wider community. They also try to improve achievement and well-being for children by becoming more involved with other partners such as local businesses, sports clubs, faith-based groups and community organizations and by integrating the work of the school with welfare, law enforcement and other agencies (PricewaterhouseCoopers, 2007).

The literature presented give support to the present study as it explained how important is the collaboration of the school head with the stakeholders especially of the community in bringing out the goals and objectives of the school to promote better performance of the school as a whole. The literature emphasized that a successful school leaders relied on the collaboration with the stakeholders which the present study dealt with.

According to the OECD (2005a), as countries "move rapidly towards becoming knowledge societies with new demands for learning and new expectations of citizenship, strategic choices must be made. This were done not just no reform but to reinvent education systems so that the youth of today can meet the challenges of tomorrow".

The statement of OECD is relevant to the study on hand because it explained that today's school head is facing more challenges and demands in education system. The present study deals with the challenges of the teachers-in-charge.





The Wallace Foundation (2008) stated that schools and schooling are being given an even bigger job to do, as a result, there is a need to redefine and broaden school leaders' role and responsibilities. School leaders' new roles is to work with other schools and other school leaders collaboratively and developing relationships of interdependence and trust.

The statement of the Wallace Foundation regarding the role of the school head bears resemblance to the present study. The present study deals with the challenges of the TICs and the literature presented gives significant background regarding the roles of the school heads.

The role of a school administrator is highly significant in the success of an educational institution. Among of the key responsibilities of school managers, some include shaping a vision of academic success of students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing data, people, and processes. Because so much is being asked of those in leadership positions, it should be acknowledged that they also need support in order to do their jobs more effectively. It is also crucial to study the challenges that the administrators face related to their key positions in order to formulate innovative administrative programs that enhance their professional development (Icutan & Sagaoinit, 2017).

The statement of Filipino researcher is parallel to the objectives of the present study as it defines the responsibilities of the school head in making a school a viable place for learning. The literature pointed out that it is necessary to understand the challenges of the school head to formulate programs that will enhance the school heads' managerial skills.

In Kenyan Educational Act of 1968, Head teacher is responsible for the overall management, control and maintenance of standards in the school. Head teacher is accountable for all that happens in the school, he has a charge over a community of teachers and students and it is to him that they look for guidance and direction.

The literature presented is somehow similar to the present study as it explained the nature of the school head. This explained that school head is responsible in a day to day operation of the school.

Kochhar (2000) emphasizes the importance of head teacher whom he notes as the keystone in the arch of school administration and has the steering wheel in his hand. Head teacher

occupies a very significant office in any educational system. For him to be efficient, he needs among others drive, energy, vision, personality and professional competence.

The above-mentioned literature emphasizes the role of the school heads. This shows the importance of knowing the nature of the teachers-in-charge task. This literature bears significance to the present study for it elaborates the importance of school heads in managing the school especially in improving the pupils' performance.

According to Hargreaves et al (2008), school leaders will increasingly need to lead "out there" beyond the school, as well as within it. This need to be done in order to influence the environment that influences their own work with students.

This literature suggested that school head must lead his/her subordinates to innovate teaching to make the school conducive to learning. This literature supports the present study as it tackled the academic leadership of teachers-in-charge and that they are responsible for guiding their subordinates.

O'brians (2008) expressed that the appointment of head teachers by the Teachers Service Commission (TSC) is done based on experience. The more number of years one has taught, the higher the chance of promotion to principal level. However, some principals usually assume their headship roles in the office without having undergone formal training to prepare them for their management roles. In order to deal with challenges related to school unrest, indiscipline, financial management, staff related issues, parents and the wider community, training of school principals on leadership and management upon appointment needs consideration.

The literature presented is very much aligned to the present study. It explained that lack of trainings of school heads will lead to poor performance and cause stress among them.

Mutinda (2018) stated that in Kenya, one of the biggest concerns expressed by principals is the increased amount of mandatory administrative and compliance work including classroom teaching. Due to workload, principals in turn express anger and frustration that adversely impacts on educational outcome hence leading work related stress.

The literature cited above has resemblance to the present study. The literature is stating the



issues concerning the principals that attributes to their stress and the present study is dealing with the challenges encountered by the teachers-in-charge.

Gil Bernales Amatosa, a senior high school teacher in Catbalogan City Division and Catalina Sotto former teacher of Tala High School stated their challenges and reasons for resigning in Department of Education in an open letter sent in TeacherPH.com site last January 13, 2019. These was done after the 6 cases of teachers' suicide became viral in social media. They enumerated their problems which made their decisions final and unalterable. Some of these are; teachers are not the government's priority, they are given less compensation despite of the too much work which led to loads of credits and loans, working in a stress zone having a lot of bosses because some of the teachers are acting like school heads, teaching job is killing them because of continuous usage of voice and unhealthy lifestyle due to stress, complicated works due to numerous school records, forms and other paper works, spending own money during competitions and room beautification and for teaching materials, ended up unrecognized, they are not happy anymore because of the educational system.

The literature cited above discussed about how stressful it is to become public school teachers in the Philippines. Parallel to this, the present study also focused on the problems and challenges of teachers-in-charge and how to cope with them.

Related Studies

There are several studies made in the past, which the researcher reviewed to uncover some relevant ideas and insights which contributed a lot in the organization of this present work. This studies were presented to give related findings of the study.

Ndyali (2013) concluded that there is straight forward relationship between the roles of school heads and students' academic performance in community secondary schools. The findings indicated school heads had not been able to supervise and fulfill fully their roles and responsibility. The study concluded that the students' poor academic performance in the context of the roles of school heads prevailing in community secondary schools is a result of an educational system that produces predetermined poor results.

The study above is parallel to the present study as the study deals with the role of school head in supervising the school which the present study dealt with. However, the present study

focused on the coping mechanisms of teachers-in-charge relating to their multiple roles while the presented study focused only on the relationship of school heads' performance with the community.

Preetika and Priti (2013) concluded on their study that the kinds of problems/challenges faced by principals varied from those relating to disciplining of students to academic output to getting the work done by the staff, especially in government schools. The study also revealed that in school with frequently changing principals, it was the new principal who had to deal with the previous model of functioning and also iron out inherited difficulties and problems. The findings also delineated that parental involvement was considered important by all principals but how they could help was perhaps not realized and that was the reason why collaboration between parents and schools were limited to parent-teacher meetings only.

The study mentioned above is similar to the present study. Both studies deal with the challenges faced by the school head. However, the present study's focus is on the challenges of the teachers-in-charge and on how to cope up concerning to their school management related work.

Poirel (2014) in his study "School Principals' Emotional Coping Process" concluded that anger and anxiety are sources of psychological discomfort; school principals face situations in which they seem to have no choice but to make compromises and to inhibit their emotions to preserve a harmonious school climate. Emotional competence seems to be necessary skill that principals must possess in order to cope with stress that comes with the profession.

The study cited above closely relate to the present study in the sense that this study concludes that school heads face stressful situation and emotional competence is necessary to possess in order to cope with the stress in work. However, the study bounds with the stress and coping mechanisms in work of the principals while the present study is dealing with the coping mechanisms of the teachers-in-charge in all their works.

Sprenger (2011) in his study "Stress and Coping Behaviors among Primary School Teachers" concluded those unrealistic expectations from the government, school administrations, and parents; heavy loads, educational reforms, the implementation of NCLB law and under appreciation by the general public are sources of



pressure to the primary school teachers. These led them to employ negative coping strategies in order to deal with stressful situation.

The study presented is related to the present study as it discussed the sources of the stress and how the teachers cope with them. However, the present study deals with the challenges and coping mechanisms of teacher-in-charge and that of teaching is only one of the variables of the study.

Howard (2011) concluded in his study "Head teacher stress, coping strategies and supports: Implications for an emotional health and well-being program" that 45% of Primary and 54% of Secondary Head teachers reporting that they generally found their jobs very or extremely stressful. The six-month period prior to the stress audit survey (audit carried out in October/November 2010) was reported as having been even more stressful. Both Primary and Secondary Head teachers reported the top three sources of stress as being the volume of paperwork, the cumulative effect of the number of tasks that have to be accomplished and Ofsted/ HMI inspections. Findings also indicated that Primary and Secondary Head teachers had a generally positive attitude towards their organization, and perceived themselves as being positively regarded by their organizations. High commitment therefore operated in both directions.

The aforementioned study had relevance to the present study in the sense that its findings talk about the sources of stress of head teachers which the present study looked into. However, the respondents of the present study are the teachers-in-charge in elementary while the presented study focused on the head teachers.

Icutan & Sagaoinit (2017) concluded that school head is educationally qualified, have few years of experience as school managers and attended a number of in-service trainings at various levels, experienced "moderately serious" conflicts along the different areas of the focus of the study, their level of conflict resolutions in dealing with the conflicts encountered is "moderately practiced". Another finding is that the level of conflicts encountered by the school administrators do not significantly differ when grouped according to their profile variables and the level of conflict resolution is not significantly related to the problems encountered by the school administrators.

The study presented is related in the present study in the sense that it addresses the conflict and resolution of the school head.

However, the previous and the present differ in respondents as the previous focused on the head teachers and school principals while the present focused on the teachers-in-charge.

Sindhvad (2009) concluded that Filipino principals thought their capacity to support teachers through instructional supervision and professional development was dependent on their beliefs as to whether these instructional supports could make a difference in classroom instruction, their level of control, time they spent on instructional leadership and their degree of job satisfaction. Principals' thought their capacity to support teachers through classroom resources was only dependent on their level of control over them and their beliefs as to whether they could make a difference in classroom instruction. Principals' beliefs as to whether instructional supports could make a difference in classroom instruction was the most significant factor related to principals' sense of capacity for providing instructional supervision and professional development, while their level of control was more significant factor related to principals' sense of capacity for providing classroom resources.

The study presented is similar to the present in the sense that it viewed the school head as an empowering personnel in the school. However, they differ in scope and respondents.

Kerr et al (2011) concluded in the study entitled "A Qualitative Study of Workplace Stress and Coping in Secondary Teachers in Ireland" that the stress identified are the establishment and maintenance of professional and personal boundaries, the demands made by the recalcitrant pupils, their daily workload. Another finding is that having to be in control at all times in front of the pupils, where they must act the role of the supportive and encouraging teacher, regardless of personal circumstances on that day make them more stressed.

The study above is aligned with the present study because both tackled the challenges/stress in workplace and in coping with them. However, the present study's respondents are the teachers-in-charge not the teachers.

Gebre Kirstos (2015), in his study "Occupational Stress among secondary school teachers and their coping strategies: The case of Central Zone of Tigray region" concluded that all secondary school teachers experienced high level of occupational stress in their workplace; the sources of stress are interpersonal, administrative related stressors, students, parents related stressors



and home-work interface. Various coping strategies were used respectively by the teachers.

The study presented give support to the present study by concluding that occupational stress happened in school and various coping strategies were used to cope up with the situations. However, the present study focused with the coping mechanisms of teacher-in-charge.

Krzemienski (2012) in her study “The impact of Stress on Elementary School Principals and their Effective coping mechanisms” concluded that physical and mental health negatively impacted their work-related stress, which most often was associated with externally mandated accountability policies. The elementary school principals utilized coping mechanisms such as strong support network, physical exercise, mental coping mechanism and self-reflection.

The study presented give support to the present study as the findings figure out the sources of stress and the coping mechanisms used by the elementary school principals. However, the previous dealt with the stress of the school principals while the present study is dealing with the challenges and the coping mechanisms of teachers-in-charge.

Methodology

This study determined the challenges and the coping mechanisms of teachers-in-charge in Division of Sorsogon Province, school year 2018-2019. This study employed mix method of research was since the questionnaire was treated statistically and there is part of study that needs data to be gathered through an interview. Questionnaire covered the profile of the teachers and their challenges. The data were gathered and tabulated using frequency and rank, while the coping mechanism of the TICs were gathered through an interview and presented qualitatively.

The Sample

The main sources of data in this study are the teachers-in-charge in the 2nd Congressional District of Sorsogon Province. There were 50 respondents. Purposive Sampling was employed in this study because there are TICs who do not teaching load and including them in the study might affect the result since the tool used in the study covered the teaching and administrative role of TICs.

TABLE 1
The Respondents

School/District	Frequency	Percentage
1. Barcelona	3	6%
2. Bulan North	5	10%
3. Bulan South	7	14%
4. Bulusan	6	12%
5. Gubat North	3	6%
6. Gubat South	2	4%
7. Irosin	4	8%
8. Juban	5	10%
9. Matnog	12	24%
10. Prieto Diaz	2	4%
11. Sta. Magdalena	1	2%
TOTAL	50	100%

The instrument

The instrument employed by the researcher in conducting this study is the questionnaire. The questionnaire composed of two parts. Part 1 contained the profile of the Teachers-in-charge and part 2 was all about the challenges encountered by the Teachers-in-charge. The questionnaire was formed through soliciting ideas to the school heads and interview with some of teachers-in charge. The questionnaire was validated

and undergone series of changes to ensure that all variables are covered. To determine the validity of the survey, the researcher conducted a dry run with the full-fledged school heads as and TICs with no teaching load as respondents. The dry run conducted last December 14, 2018 and the researcher gathered 95% during the retrieval of the questionnaire. A letter request was forwarded to the PSDS to permit the conduct of the dry run. The result of the dry run conferred by the researcher to the adviser, and elicited suggestions and feedback



among full-fledged school heads, this completed the validity process. The survey is composed of 54 challenges. Then the final copies of survey were presented for the distribution to the respondents.

Data Gathering Procedures

To assure full cooperation of the respondents, the researcher asked permission to administer the questionnaire from School Division Superintendent of Sorsogon Province through a letter request (refer to Appendix A-1). Upon the approval of request, the researcher asked permission to the District Supervisor of each municipality through letter request also (refer to Appendix A-2). Upon approval of the District Supervisors, the questionnaire was distributed to the respondents.

The distribution of survey was done on January 23, 2019 and retrieved on the same day. While retrieving the survey form, the researcher conducted an unstructured interview to the respondents. The focus group discussion was employed to gather data on the coping mechanisms of Teachers-in-charge. After retrieval of the questionnaire, the data were tallied and tabulated for statistical treatment.

Data Analysis Procedures

Frequency count and percentage to gather the number of respondents were used, while the frequency count and rank were employed to gather, analyzed and interpret data on the profile of the respondents. For the coping mechanisms of Teachers-in-charge, the researcher conducted an interview and employed frequency count to quantify the coping mechanisms and presented it qualitatively.

Result

1. The age of Teachers-in-Charge in 2nd District of Sorsogon, age 25-below has 4 frequencies, while 26-35 has 28 frequencies, then 36-45 has 15 frequencies, age 46-55 has 2 frequencies and 56 & above has 1 frequency.

The sex of Teachers-in-Charge in 2nd District of Sorsogon, most of the teachers is Male with 38 frequencies while the Female has 12 frequencies and a total of 50.

The Highest Educational Attainment of Teachers-in-Charge in 2nd District of Sorsogon. Out of 50 teachers, half of this has with units in Masters' Degree which is 26 frequencies and placed on the rank 1, while on the 2nd rank is College Graduate with 12 frequencies, then for the Master's Degree Holder it has 8 frequencies which

is place on the 3rd rank, then for with units in Doctors Degree it has 4 frequencies and on the rank 4 and on the 5th rank is the Doctors Degree Holder which has 0 frequency.

The Years in Service of Teachers-in-Charge in 2nd District of Sorsogon. Most of the teachers are already 6-10 years in service which has 32 frequencies and place on the 1st rank, followed by those who are 0 – 5 years in service and has 8 frequencies and on the 2nd rank, while the 3rd rank are those in the service for 11 – 15 years with 6 frequencies and on the 3rd rank and those who are already in the service for 26 and above years has 4 frequencies and on the 4th rank.

The Number of management-related seminars/trainings attended of Teachers-in-Charge in 2nd District of Sorsogon. Most of the teachers already attended 6-15 seminars with 42 frequencies and on the 1st rank, while for the 2nd rank are those who attended 16-25 seminars with 4 frequencies, followed by those who attended 5 and below seminars with 3 frequencies and on the 3rd rank and for those who attended 26 and above seminars is on the rank 4 with 1 frequency.

The Classes Handled of Teachers-in-Charge in 2nd District of Sorsogon. Most of the teachers handle Multi-Grade with 32 frequencies which are placed on the 1st rank, while some of them handled Mono grade with 15 frequencies and on the 2nd rank and some are No classes handled with 3 frequencies and on the 3rd rank.

The Number of Teachers handled of Teachers-in-Charge in 2nd District of Sorsogon. Most of the teachers handled 5&below classes with 32 frequencies while some handled 6-10 classes with 14 frequencies and the remaining 4 frequencies are those who handled 11&above classes.

2. Lesson backlog and unable to cover competencies in CG are the top challenges of the TICs along instruction and followed by other challenges. Sriram (2016) supported the findings of the study. He explained that paperwork and forms is one of the biggest frustrations of principals. Eliminate paperwork and automate data collection processes through online forms and applications for admission, [course evaluations](#), and more to reach out to more students in a positive manner. While in preparation of instructional materials the challenges are lack of materials and unable to prepare IMs because of hectic schedule of the TIC especially doing paper works. The result of the study is inconsonance with the findings of Tuimur & Chimwie (2015) that teachers lacked sufficient



instructional materials for effective teaching of the topic and the available instructional materials in the schools were insufficient.

Along administration, the top challenges of TICs are accomplishing unfamiliar reports, Delayed submission of reports due to: distance of school in District/Division Office, communication problem (poor internet and network connection), late dissemination of issuances and insufficient resources/fund for the school maintenance and repairs. On challenges along stakeholders' participation, the challenges are poor supports of parents in school-based feeding program and time addressing the parents 'complain because of frequent absences committed in performing other assigned tasked. These findings are in consonance with the statement of Sriram (2016) he stated that one of the biggest frustration faced by principals is that parental involvement is lacking to support the institution's effort towards improving student achievement. Parents also have to take joint responsibility for the poor grade of their children. And along personal challenge, the top challenges of TICs were cannot accomplish reports on time due to less workforce as the they are handling minimal numbers of teachers, stressful when they have to meet the deadline of reports and they are teaching their class and unable to manage time efficiently when there are due reports and they are rushing them to meet the deadline.

3. The coping mechanisms of Teacher-in-Charge in 2nd district of Sorsogon are surfing the net to look for prank and funny videos, visiting social media account, eating their favorite and comfort food, hanging around with their friends, playing basketball, walking, listening to music, taking a nap, shopping and listening to the advice of a life coach.

Conclusions

Based on the findings of the study, the researcher arrived at the following conclusions:

1. Most of the teachers-in-charge' age is in ranged 36-45. In sex, male was more dominant than female. Most of the teacher-in-charge have units in master' degree. Most of the TICs years in service are in 6-10 years. No. of attended training and seminars of TICs are range 5-15 from entire years they served. Most of the teachers-in-charge handled multi-grade classes and most of the

number of teachers they handled is in range 5 and below.

2. The top challenges of TICs are Lesson backlog, unable to cover competencies in CG, accomplishing unfamiliar reports, delayed submission of reports due to: distance of school in District/Division Office, communication problem (poor internet and network connection), late dissemination of issuances and insufficient resources/fund for the school maintenance and repairs, poor supports of parents in school-based feeding program, addressing the parents 'complain because of frequent absences committed in performing other assigned tasked, cannot accomplish reports on time due to less workforce as the they are handling minimal numbers of teachers, stressful when they have to meet the deadline of reports and they are teaching their class and unable to manage time efficiently when there are due reports and they are rushing them to meet the deadline.

3. The respondent's coping mechanisms are surfing the net to look for prank and funny videos, visiting social media account, eating their favorite and comfort food, hanging around with their friends, playing basketball, walking, listening to music, taking a nap, shopping and listening to the advice of a life coach.

4. The proposed action plan aimed to understand stress and how to manage it.

Recommendations

Based on the findings and conclusions, the following are recommended:

1. Teachers-in-charge may attend trainings and seminars related to the school administration to sustain the needs of the school and the learners.

2. Conduct Team building activity to address the needs of the TIC who experience difficulties and challenges in handling the school.

3. Teachers-in-charge may attend seminar workshop in dealing with stress.

4. Future researches on the coping mechanism of teacher- in-charge be conducted to determine the legality, validity and reliability of this study.

5. The proposed stress management action plan developed by the researcher be submitted to the division office, tried out and implemented. If found feasible, it may be adapted.

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