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iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Leadership, Governance and Management Skills of Teachers-in-Charge (TIC) in Relation to Their Administrative Performance in the Division of Aklan: Basis for TIC Training Program

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Received: 16 May 2025

Revised: 08 August 2025

Accepted: 17 August 2025

Available Online: 19 August 2025

Volume IV (2025), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/etcor439>

Abstract

Aim: This study measured the level of leadership, governance, and management skills of Teachers-In-Charge (TICs) in relation to their administrative performance in the Division of Aklan, serving as the basis for crafting a TIC training program.

Methods: A descriptive-correlational research design was employed using researcher-made tests and modified checklists. Through stratified random sampling and Slovin's formula, 90 out of 116 TICs from elementary and secondary schools participated. Descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (Pearson r , linear regression) were used for data analysis.

Results: TICs demonstrated very high levels of leadership ($M=4.81$, $SD=0.20$), governance ($M=4.88$, $SD=0.13$), management skills ($M=4.88$, $SD=0.11$), and administrative performance ($M=4.84$, $SD=0.18$). Significant relationships were found among leadership, governance, management skills, and administrative performance. Leadership skills were identified as a significant predictor of administrative performance, while governance and management skills were not. Based on these findings, a training program was developed to enhance TICs' leadership capacities and administrative competencies.

Conclusion: The study showed that Teachers-In-Charge in the Division of Aklan exhibit very high leadership, governance, and management skills, as well as strong administrative performance. Among these, leadership emerged as the most critical factor influencing administrative effectiveness. These results highlight the need to prioritize leadership development in TIC training programs to sustain effective school management and strengthen institutional performance.

Keywords: Leadership, Governance, Management Skills, Administrative Performance

INTRODUCTION

Educational leadership is recognized as a powerful instrument for maximizing scarce resources and enhancing education's relevance to national development. Educational management is crucial to achieving quality education (Lindsey et al., 2018). This has led to the adoption of School-Based Management (SBM), which emerged alongside other programs, projects, and innovations in the Department of Education (Oko et al., 2022; Carvajal & Sanchez, 2024).

Leadership is a skill developed through wisdom and emotional intelligence, inspiring others with dedication, integrity, and perseverance (Cashman, 2017). The leadership landscape is diverse and dynamic, encompassing autocratic, transformational, and situational approaches, with no universal model applicable to all contexts. Leadership is not merely about holding a position but about embodying qualities such as integrity, adaptability, honesty, and unwavering commitment (Desmarais, 2015; Carvajal et al., 2023).

A real challenge faced by teachers-in-charge as school leaders is that problems and difficulties may arise with varying degrees of severity, from minor to significant. These issues can create obstacles in fulfilling professional responsibilities (Walson, 2015). Thus, leaders can strengthen their leadership abilities by learning to manage and



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overcome such challenges. They must also guide subordinates in strategies for addressing difficulties and obstacles. Leaders should recognize that challenges are natural and should not cause discouragement (Willett et al., 2019). When leaders gain a comprehensive understanding of effective strategies to overcome challenges, they contribute significantly to enhancing their leadership capacity (Lincuna et al., 2020; Carvajal et al., 2024).

In the Department of Education (DepEd), Teachers-in-Charge, often regarded as instructional leaders, are sometimes also referred to as School Heads. They are responsible for school management and administration, including instructional leadership, managing teaching programs, and ensuring the effective use of instructional time to achieve educational goals.

Teachers-in-Charge are expected to possess multiple skills and perform various roles within the school setting. These include demonstrating visionary leadership, designing effective instructional strategies and curriculum, applying assessment methods, addressing disciplinary concerns, fostering school community, engaging in public relations, demonstrating financial management, and ensuring smooth administration of educational programs (Kasprzhak et al., 2015; Punzalan et al., 2025).

Major leadership methods must be understood as the ability to influence and manage people effectively and economically to achieve objectives. This research seeks to deepen understanding of how effective school governance influences principals' decision-making processes. Good governance is essential for ensuring transparency, fairness, and accountability in school management.

Governance skills, in particular, are fundamental to managing schools effectively. Good governance ensures accountability, strengthens institutional legitimacy, and drives school development (Supriadi et al., 2021). According to Wilkins (2015), effective governance practices establish a foundation for school improvement by implementing responsibilities, policies, and procedures that provide strategic direction (Bryson, 2018).

Research has consistently shown that the quality of leadership significantly impacts teaching and learning outcomes. Leaders' cheerfulness, transparency, and authenticity influence trust and collaboration among stakeholders (Zu, 2019). This demonstrates that leadership approaches are strongly linked to the perceptions of school communities. Decentralization also empowers school heads with greater autonomy in decision-making, enabling them to pursue innovative strategies in school leadership (Lukas & Jankovic, 2014; Amiham et al., 2023).

However, decentralization also brings substantial shifts in school leadership. Teachers-in-charge must redefine their roles and adopt managerial perspectives that extend beyond traditional education systems. They are now expected to act as competent managers in a competitive education market (Kowalczyk & Jakubczak, 2014).

Based on these insights and research gaps, this study sought to assess the leadership, governance, and management skills of Teachers-in-Charge in relation to their administrative performance. It also explored the relationships among these variables to provide a basis for designing a specialized training program. The proposed Teacher-in-Charge Training Program is intended to strengthen leadership capacity, enhance governance and management skills, and improve collaboration between school heads and teachers in the Division of Aklan. In this study, leadership, governance, and management skills serve as the independent variables, while administrative performance is the dependent variable.

Research Questions

This study was conducted to assess the leadership, governance and management skills of Teachers-In-Charge in relation to their administrative performance in the Division of Aklan which was the basis for TIC Training Program.

Specifically, the study sought to answer the following questions:

1. What is the level of leadership skills of the Teachers-In-Charge in the Division of Aklan?
2. What is the level of governance of the Teachers-In-Charge in the Division of Aklan?
3. What is the level of management skills of the Teachers-In-Charge in the Division of Aklan?
4. What is the level of administrative performance of the Teacher-In-Charge in the Division of Aklan?
5. Are there significant relationships among leadership skills, governance, management skills, and administrative performance of the Teachers-In-Charge in the Division of Aklan?
6. Are there significant predictors of administrative performance among leadership skills, governance, and management skills of the Teachers-In-Charge in the Division of Aklan?
7. What Training Program can be created based on the result of the study?

Hypothesis

Based on the statement of the problem mentioned above, the following hypotheses were tested:



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1. There are no significant relationships among the level of leadership skills, level of governance and level of management skills of the Teachers-In-Charge in the Division of Aklan.
2. There are no significant predictors of administrative performance among leadership skills, governance, and management skills of the Teachers-In-Charge in the Division of Aklan.

METHODS

Research Design

This study employed a descriptive-correlational research design to measure the level of leadership, governance, and management skills of Teachers-In-Charge (TICs) in relation to their administrative performance in the Division of Aklan, which served as the basis for the TIC Training Program. For the quantitative approach, a survey-correlational method was used. Survey research involves gathering data through structured questions to understand individual or group perspectives on a specific topic (Cashman, 2017). A correlational research design, meanwhile, examines relationships between variables without the researcher manipulating them (Lord et al., 2017).

As used in this study, a set of questionnaire checklists was administered to gather relevant information. The collected data were used to analyze and interpret the results. Employing correlational designs has been effective in exploring relationships in leadership and organizational contexts, making it suitable for this study (Carvajal et al., 2023).

Population and Sampling

Ninety out of 116 Teachers-In-Charge from elementary and secondary schools in the Division of Aklan participated in this study, identified using Slovin's formula. Furthermore, the sample size of each school across different districts was determined using stratified random sampling. Respondents were selected proportionately from each district, ensuring fair representation and allowing for comprehensive analysis of the population. This sampling method provides a balanced approach that enhances the validity of the findings (Pangilinan, 2025).

Distribution of Participants in each of the Districts in the Division of Aklan

District Offices	N	n
Altavas	5	4
Banga	5	4
Balete	8	6
Batan	4	3
Buruanga	6	5
Ibajay East	9	7
Ibajay West	9	7
Kalibo	2	2
Lezo	1	1
Libacao	17	13
Madalag	17	13
Makato	5	4
Malay	7	5
Malinao	7	5
Nabas	9	7
Numancia	2	2
Tangalan	3	2
TOTAL	116	90

Instrumentation

The questionnaire consisted of four parts: Part I was the Leadership Skills Questionnaire, Part II was Governance, Part III was the Management Skills Questionnaire, and Part IV was the Administrative Performance Questionnaire. The sections on leadership skills, management skills, and administrative performance were adopted and modified from the Leadership Skills Questionnaire developed by Cicera (2021) and Supriadi et al. (2021). Responses were rated using a 5-point Likert Scale with the following scoring procedure:



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Rating	Range	Verbal Interpretation
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Moderate
2	1.81 – 2.60	Low
1	1.00 – 1.80	Very Low

Under the guidance of the adviser, the researcher developed the questionnaire, which underwent content validation by a panel of experts. Their comments, suggestions, and recommendations were incorporated before the instrument was subjected to pilot testing. To ensure reliability, a pretest was conducted with 26 TIC participants. The data were analyzed using Cronbach's Alpha coefficient to evaluate internal consistency and reliability. The test yielded values of 0.895 (leadership skill), 0.844 (governance), 0.889 (management skill), and 0.891 (administrative performance), indicating that all items demonstrated acceptable reliability. Such rigorous validation and reliability measures are vital in ensuring credible and dependable results in educational leadership studies (Carvajal et al., 2025).

Data Collection

The researcher first secured a permission letter to conduct the study from the Office of the Senior Education Program Specialist for Planning and Research. Approvals were also obtained from Public Schools District Supervisors (PSDS) and the Dean of Graduate Studies at Filamer Christian University. After receiving approval, questionnaires were distributed to the respondents along with the approved request letters issued by their respective PSDS in June 2024.

Upon completion, the instruments were retrieved, coded, and encoded. Data were processed using the Statistical Package for the Social Sciences (SPSS) software. Based on the assessment of needs, the researcher developed a training program for TICs to enhance their leadership, governance, and management skills. This program integrated seminars, workshops, and practical activities, equipping TICs with essential competencies for their administrative roles. Similar approaches that align leadership development with structured training have been proven to strengthen school management and improve educational outcomes (Carvajal et al., 2024).

Treatment of Data

The following statistical tools were applied in analyzing the data gathered:

1. Mean and Standard Deviation were used to determine the level of Leadership Skills.
2. Mean and Standard Deviation were used to determine the level of Governance.
3. Mean and Standard Deviation were used to determine the level of Management Skills.
4. Mean and Standard Deviation were used to determine the level of Administrative Performance.
5. Pearson r was used to determine the significant relationships among Leadership Skills, Governance, Management Skills, and Administrative Performance.
6. Regression Analysis was employed to identify predictors of Administrative Performance among Leadership Skills, Governance, and Management Skills.

Ethical Considerations

The following ethical guidelines were strictly observed during the conduct of the study:

1. The dignity and wellbeing of participants were protected at all times.
2. Informed consent was obtained, and participants gave permission to use their responses in the research report.
3. Confidentiality was ensured in compliance with Republic Act 10173, also known as the Data Privacy Act of 2012.
4. Participants were fully informed about the nature and purpose of the study, the voluntary nature of their participation, potential benefits, and the assurance of confidentiality.

RESULTS AND DISCUSSION

This part presents the tabulated data of the study with corresponding analysis and interpretation.

The presentation of the significant findings followed the sequence of the statement of the problem. This presentation is divided into two parts: (1) Descriptive Data Analysis, and (2) Inferential Data Analysis. The first part, Descriptive Data Analysis, presents the descriptive data along with their analysis and interpretation, while the second part, Inferential Data Analysis, presents the inferential data together with their corresponding analysis and



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interpretation. Data necessary for this study were gathered using researcher-made, adopted, and modified questionnaires. To analyze the data, the statistical tools employed included percentage, mean, standard deviation, Pearson r, and regression analysis.

Level of Leadership Skills of the Teachers-In-Charge in the Division of Aklan

Table 1 below presents that the level of leadership skills of the Teachers-In-Charge in the Division of Aklan.

Table 1

Mean and Standard Deviation of Leadership Skills

Variable	Mean	Description	SD
Leadership Skills	4.81	Very High	0.20

The "very high" result in the level of leadership skills signifies that the Teachers-In-Charge despite of classroom obligation, demonstrates a strong and effective leadership style. Such very high rating is a clear reflection of the TIC capacity to influence, guide, and support the school community in a way that fosters both individual and collective growth within the institution.

In addition, the TIC's role goes beyond mere administrative duties; it encompasses a wide range of leadership functions that require strong organizational and interpersonal skills. Their ability to lead, manage, and motivate the team while still fulfilling classroom obligations demonstrates a high level of time management, multitasking, and commitment to both their professional duties and their leadership responsibilities.

The result of the study is similar to the result of the study of Resoor et al. (2024) that school heads coming from the small-sized Schools Division Offices (SDO) in central Philippines during the school year 2021-2022 that has a high level of leadership skills as to technical skills, interpersonal skills, conceptual skills and work simplification

Level of Governance of the Teachers-In-Charge in the Division of Aklan

Table 2 shows the level of governance of the Teacher-In-Charge in the Division of Aklan.

Table 2

Mean and Standard Deviation of Governance

Variable	Mean	Description	SD
Governance	4.88	Very High	0.13

The very high result in the level of governance reflects that Teachers-In-Charge (TIC) in the Division of Aklan demonstrate exceptional governance capabilities despite the inherent challenges of their roles. This result indicates that TICs effectively manage critical administrative and operational functions, which include overseeing the school budget, managing community fund allocation, ensuring compliance with regulations, and formulating long-term strategic plans. These responsibilities are essential to the smooth functioning of the school, and the high level of governance indicates that TICs handle these tasks efficiently, ensuring transparency and accountability in all areas of school management.

The outstanding governance performance also reflects TICs' skills in creating and implementing policies that guide school operations. Their ability to streamline the student admission process, manage recruitment, and oversee the implementation of work programs shows a high level of efficiency in handling both internal and external school activities. TICs are also proficient in gathering stakeholders' input, promoting collaboration with parents, businesses, and the community, and fostering an inclusive environment that encourages shared decision-making. This collaborative approach is essential for promoting positive relationships and ensuring that governance strategies align with the needs of both the school and its wider community.

It confirms to Kaasa et al. (2018) in his critical analysis about leadership governance in a university, the leadership governance creates an environment which is transparent, and it incorporates stakeholders that transform the university. The leadership governance faces visible and invisible challenges which calls for experts in different areas of leadership to be incorporated into the structures of the university in order to bring sustainability in the university.



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Level of Management Skills of the Teachers-In-Charge in the Division of Aklan Table 3 shows the level of management skills of the Teachers-In-Charge in the Division of Aklan.

Table 3

Mean and Standard Deviation of Management Skills

Variable	Mean	Description	SD
Management Skills	4.88	Very High	0.11

Over all, the very high result in the level of management skills of the Teachers-In-Charge (TIC) in the Division of Aklan indicates that they possess exceptional abilities in handling the multifaceted responsibilities of managing a school. Moreover, they demonstrate a strong capacity to adapt to changing circumstances and embrace challenges that are integral to organizational growth. This level of management skills in managing various school processes, ranging from resource allocation to staff coordination, stresses their effectiveness in ensuring that the school operates efficiently and effectively in a dynamic environment.

Also, Teachers-In-Charge not only responsive to changes but also, they embrace innovation, ensuring that the school remains up-to-date with emerging trends in education. Their willingness to experiment with new strategies and encourage staff to share ideas fosters a culture of innovation within the school. This progressive mindset enables them to make data-driven decisions, carefully consider the input from various stakeholders, and act in the best interests of both teachers and students. The TIC ability to remain calm under pressure and make timely decisions further emphasizes their adeptness in navigating the complexities of school management.

This aligns with the findings of Melo (2021), which highlighted that the overall extent of managerial skills among school heads is outstanding, particularly in technical skills, human skills, conceptual skills, communication skills, and supervisory skills.

Level of Administrative Performance of the Teachers-In-Charge in the Division of Aklan

Table 4 presents the level of administrative performance of the Teacher-In-Charge in the Division of Aklan.

Table 4

Mean and Standard Deviation of Administrative Performance

Variable	Mean	Description	SD
Administrative Performance	4.84	Very high	0.18

The "very high" rating of administrative performance indicates that TIC in the Division of Aklan exhibit a deep commitment to school improvement, supported by their ability to clearly communicate goals, set high expectations, and align strategies with the school's vision and standards. Their use of data analysis and evidence-based decisions ensures that the school is constantly evolving to meet the needs of all students, while their advocacy for additional resources strengthens their ability to address emerging challenges.

In addition, the result reflects the strong ability of TIC to manage and oversee the school's operations effectively, even in the face of diverse challenges. They prioritize creating a safe, inclusive, and positive learning environment while maintaining clear communication with staff, parents, and students.

The result agrees to the study of Lievens et al. (2016) that the level of administrative performance of school heads in the Schools Division of Bacolod City in the area of Delegation of Authority got the highest mean score of 3.66, followed by the area on Interaction Facilitation with a mean score of 3.65. Decision-making is third with a mean score of 3.58 and the last is on Planning with a mean score of 3.41. Nevertheless, all mean scores are interpreted as very high level of administrative performance. The overall mean of 3.58 shows that the level of administrative performance of school heads is very high.



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Relationships Among the level of Leadership Skills, Level of Governance and Level of Management Skills of the Teacher-In-Charge in the Division of Aklan

Table 5 presents the relationships among leadership skills, governance, management skills, and administrative performance of the Teachers-In-Charge in the Division of Aklan.

Table 5

Pearson r Among Leadership Skills, Governance, Management Skills and Administrative Performance

Variables	r	Sig
Leadership Skills and Governance	(-)0.113 ^{ns}	0.287
Leadership Skills and Management Skills	0.069 ^{ns}	0.518
Leadership Skills and Administrative Performance	0.397*	0.000
Governance and Management Skills	0.438*	0.000
Governance and Administrative Performance	(-)0.019 ^{ns}	0.856
Management Skills and Administrative Performance	0.011 ^{ns}	0.916

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

The results indicate a significant relationship between leadership skills and administrative performance. This means that as leadership skills of the Teachers-In-Charge (TICs) improve, their ability to perform administrative tasks effectively also tends to get better. This finding reinforces the vital role that leadership plays in building successful, well-organized, and thriving school environments. It demonstrates that strong leadership is a key factor in ensuring the smooth operation and overall success of schools. Leadership serves as the foundation for promoting collaboration, addressing challenges, and achieving the goals necessary for positive educational outcomes.

Also, the result states that there is a relationship between the governance and management skills of the Teachers-In-Charge in the Division of Aklan. This indicates that as the governance and management skills of the TIC improve, their ability to effectively lead and oversee administrative and organizational processes also enhances.

However, there is no significant relationship between the leadership Skills and governance of the Teachers-In-Charge in the Division of Aklan. This implies that changes in leadership skills are not strongly associated with changes in governance practices among the Teachers-In-Charge.

The study also examined the relationship between governance and administrative performance of the Teachers-In-Charge in the Division of Aklan. The findings indicate that there is no significant relationship between governance and administrative performance of the Teachers-In-Charge. Teachers-In-Charge administrators play a unique and multifaceted role in the Division of Aklan, as they are not only educators but also assume additional administrative responsibilities in the absence of school principals. These dual roles place significant demands on their time and focus, as they must balance both teaching and administrative functions simultaneously. This dual responsibility can impact their ability to effectively implement administrative and governance strategies.

Lastly, there is no significant relationship between the management skills and administrative performance of the Teachers-In-Charge in the Division of Aklan ($r=0.011$, $p=0.916$). This suggests that the management skills possessed by the Teachers-In-Charge do not have a measurable or impactful connection with their administrative performance. Teachers-In-Charge administrators may have the technical knowledge and skills related to management, the practical application of these skills could be limited by contextual challenges such as heavy workloads, insufficient resources, or competing demands associated with their dual roles as both educators and administrators.

Key leadership skills such as decision-making, communication, and problem-solving empower TICs to manage challenges, support their teams, and lead their schools toward achieving their objectives. When leadership is strong, it strengthens organizational systems, improves administrative performance, and leads to better overall outcomes for the school and its members.

The result of the study highlights the statements of Griffiths et al. (2018) that misalignment between governance strategies and administrative performance has been noted as a common issue in educational leadership. Governance focuses on establishing strategic goals and accountability mechanisms, while administrative performance is concerned with the operational execution of plans and resource management



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Predictors of Administrative Performance Among Leadership Skills, Governance, and Management Skills of the Teachers-In-Charge in the Division of Aklan

Table 6 shows the significant predictors results of administrative performance among leadership skills, governance, and management skills

Table 6

Regression Analysis of Administrative Performance Among Leadership Skills, Governance, and Management Skills

Variables	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Beta		
(Constant)	3.085		3.295	0.001
Leadership Skills	0.363	0.404	4.024*	0.000
Governance	0.056	0.042	0.374 ^{ns}	0.709
Management Skills	-0.054	-0.035	0.314 ^{ns}	0.754

* $p < 0.05$ significant @ 5% alpha level

ns $p > 0.05$ not significant @ 5% alpha level

The findings reveal that leadership skills is a significant predictor of administrative performance of the teachers in charge in the Division of Aklan. This suggests that the presence and application of strong leadership skills, play a vital role in enhancing administrative performance.

Leadership skills enable Teachers-In-Charge administrators to effectively manage school-related tasks, make informed decisions, and maintain smooth organizational operations, particularly in the absence of school principals.

However, governance is not a significant predictor of administrative performance of the teachers in charge. This suggests that governance skills, do not have a causal relationship or direct impact on the administrative performance of teachers in charge in the Division of Aklan.

The results show that management skills is not a significant predictor of administrative performance among teachers in charge. This indicates that proficiency in management tasks, such as resource allocation, time management, and task delegation, does not directly influence the administrative performance outcomes of teachers in charge.

Additionally, the dual role of teachers in charge—managing classrooms as educators while also handling administrative duties—may dilute the effectiveness of their management skills. The competing demands of these roles can lead to fragmented attention and insufficient focus on administrative priorities, which could explain the lack of a significant relationship.

This aligns with the findings of Duong et al. (2016) that leadership practices, such as strategic planning, shared decision-making, and conflict resolution, have been positively linked to better administrative performance. Leaders who employ these practices can translate goals into measurable achievements.

Training Program for Teachers-In-Charge in the Division of Aklan

The findings reveal that while leadership skills, governance, and management skills of Teachers-In-Charge are very high, only leadership skills significantly predict administrative performance. Furthermore, the lack of significant relationships between leadership skills, governance, and management skills highlights the need for strategic alignment and integration of these competencies to improve administrative effectiveness.

This training program aimed to enhance leadership, governance, and management practices by focusing on aligning these skills to improve administrative performance.

Topic	Objectives	Activities	Output
Understanding Leadership in Education	Assess and reflect on individual leadership styles.	- Self-assessment of leadership styles.	Leadership self-assessment and action plan.
		- Role-playing decision-making scenarios.	



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	Build effective communication and decision-making skills.	- Group discussions.	
Strategic Governance for School Improvement	- Understand governance frameworks.	- Case studies on governance.	Drafted governance improvement plan.
	- Develop accountability mechanisms and strategic planning skills.	- SWOT analysis of current governance practices.	
Enhancing Operational Management Skills	- Improve task delegation, resource allocation, and operational execution.	- Planning workshops.	Operational management improvement toolkit.
	- Address common management challenges.	- Interactive workshops on resource optimization.	
Integrating Leadership, Governance, and Management	- Align leadership, governance, and management	- Scenario-based problem-solving activities.	Integrated action plan for school leadership.
	practices for holistic administrative performance.	- Group activities to identify overlaps and gaps	
Developing Sustainable Administrative Practices	- Promote collaboration and synergy among competencies.	- Real-world scenario simulations.	Consolidated roadmap for sustainable administration.
	- Create a roadmap for sustained administrative excellence.	- Peer evaluations.	
	- Address skill gaps through continuous professional development.	- Group presentations of action plans.	
		- Reflective workshops on lessons learned.	
		- Planning for professional growth.	

Conclusions

The study concludes that Teachers-in-Charge (TIC) in the Division of Aklan demonstrate strong leadership, governance, and management skills, which significantly contribute to educational quality and institutional performance. Their mastery and dedication in supervising schools foster a culture of excellence, innovation, and inclusivity that enhances teacher morale, student achievement, and collaborative school communities. Effective leadership among TIC not only ensures sustainable reforms and efficient resource allocation but also strengthens stakeholder engagement, ultimately leading to holistic learner development and resilience within the education system. Such exemplary leadership sets a benchmark for other divisions, positioning Aklan as a model of administrative efficiency and academic success at both regional and national levels.

Furthermore, the study revealed that leadership skills are a significant predictor of administrative performance, whereas governance and management skills, while important, do not strongly correlate with performance outcomes. This finding emphasizes the crucial role of visionary, people-centered, and adaptive leadership in driving organizational success over purely technical competencies. The results highlight the need for leadership development programs that focus on emotional intelligence, strategic thinking, ethical decision-making, and adaptability to prepare future-ready educational leaders. By prioritizing these leadership qualities, institutions can cultivate innovative and responsive school leaders capable of addressing complex challenges, fostering inclusive governance, and sustaining continuous improvement within the educational system.



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Recommendations

The recommendations highlight the importance of strengthening leadership and governance among Teachers-In-Charge (TICs) while fostering collaboration with teachers and support from the Department of Education. Teachers-In-Charge are encouraged to model exemplary leadership by sharing best practices, mentoring new leaders, and pursuing professional growth to expand their leadership capacity. Teachers, on the other hand, are advised to actively collaborate with TICs in creating school improvement plans, providing constructive feedback, and engaging in governance tasks to promote shared decision-making and a dynamic learning environment. Both groups are also encouraged to embrace continuous professional development and capacity-building initiatives to ensure alignment with the evolving needs of school communities.

For broader support, the Department of Education and senior education specialists are urged to provide resources, policies, recognition programs, and professional development opportunities that sustain and enhance leadership effectiveness. Platforms for sharing best practices, mentorship programs, and governance capacity-building initiatives are also recommended to inspire innovation and strengthen school leadership across divisions. Finally, future researchers are encouraged to explore multidisciplinary approaches to examine the interplay between leadership, governance, and administrative performance, focusing particularly on the long-term effects of leadership training and capacity-building practices in education systems.

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