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Dual Roles of Head Teachers and Their Effect on Job Performance and Leadership in the Municipality of Lambayong

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Abstract

Aim: This study examined the dual roles of head teachers as both subject teachers and administrators, and their effects on job performance and leadership in the municipality of Lambayong. It sought to understand how head teachers balanced these responsibilities and how their effectiveness in both areas influenced school management and educational outcomes.

Methodology: A quantitative research design—specifically, a descriptive-correlational design—was employed, utilizing structured survey questionnaires to assess head teachers' job performance and leadership effectiveness. Responses were collected from head teachers and teachers across Lambayong. Descriptive statistics summarized participants' perceptions, while correlation and regression analyses identified the relationships between instructional responsibilities, administrative duties, and leadership outcomes.

Results: The findings indicated that administrative responsibilities contributed more significantly to job performance than instructional roles, with staff supervision, policy implementation, and strategic planning emerging as strong predictors of overall effectiveness. Head teachers rated themselves moderately effective in curriculum delivery, assessment, and classroom management, whereas teachers provided slightly lower ratings, suggesting gaps in instructional engagement. A moderate positive relationship ($r = 0.49$, $p < 0.01$) was observed between administrative tasks and job performance, while instructional duties demonstrated a weaker correlation ($r = 0.32$, $p < 0.05$). Regression analysis confirmed that both instructional and administrative competencies significantly predicted leadership effectiveness, with experienced head teachers demonstrating higher leadership effectiveness than their less experienced counterparts.

Conclusion: The study concluded that while balancing dual roles enhanced leadership effectiveness, the administrative role had a stronger influence on job performance. Time constraints and workload management presented challenges to instructional engagement, requiring institutional support, professional development, and policy adjustments to optimize head teachers' effectiveness in both domains. Supporting head teachers through structured leadership programs, improved resource allocation, and strategic workload distribution could lead to enhanced school leadership, better instructional involvement, and improved student outcomes.

Keywords: *Dual roles, head teachers, job performance, leadership effectiveness, school administration, instructional leadership.*

INTRODUCTION

In educational institutions, head teachers play a multifaceted role as both subject teachers and administrators, tasked with balancing instructional responsibilities alongside managerial duties. This duality presents a complex challenge as head teachers navigate between their roles as educators and leaders. Recent studies emphasize that the effective fulfillment of these dual roles significantly impacts school performance, teacher development, and student outcomes.

The significance of head teachers' dual roles extends beyond administrative tasks; it encompasses the core of educational leadership and organizational effectiveness. Head teachers are responsible not only for shaping the



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teaching-learning process but also for fostering a conducive learning environment and ensuring efficient school administration. Brown (2020) highlighted the evolving expectations placed on school leaders, while more recent research demonstrated that strong instructional supervision by school heads leads to improved teacher performance and student success (Amihan, et al., 2023; Carvajal, et al., 2024; Carvajal, et al., 2023; Obuta et al., 2025).

Given the importance of head teachers' roles, examining how they balance instructional and administrative duties is essential for enhancing educational leadership and improving school performance. Aquino et al. (2021) found that leadership practices such as planning, organizing, and mentoring significantly influence teacher performance and school climate. Moreover, Johnson et al. (2021) identified global challenges such as time constraints, role conflict, and the need for support structures that affect head teachers' ability to manage dual responsibilities effectively.

In the Philippine context, the Department of Education's policies, including DECS Order No. 39 (1990), have long emphasized equitable distribution of teaching duties. However, the realities of rural and urban school settings introduce additional complexity. Local studies in Lambayong, such as those by Garcia and Hernandez (2019), have shed light on socio-cultural factors, policy limitations, and infrastructure constraints that shape the head teachers' experiences.

Despite these insights, a gap remains in understanding how head teachers in Lambayong specifically navigate their dual roles and the implications for school leadership and performance. Therefore, this study aimed to address this gap by examining the dual roles of head teachers in the municipality of Lambayong and their effects on job performance and leadership. It investigated how head teachers balanced instructional and administrative responsibilities, explored the challenges they faced, and assessed the impact of their dual roles on school performance and teacher morale.

By doing so, this research contributes to the growing body of knowledge on educational leadership and offers practical insights that can inform policy and practice in Lambayong and similar contexts.

Objectives

This study aims to examine the extent to which head teachers effectively perform their dual roles as subject teachers and administrators, and how these roles influence their job performance and leadership outcomes as perceived by both teachers and head teachers themselves.

Specifically, it aims to:

1. determine the extent to which head teachers demonstrate their dual role as subject teachers in the areas of:
 - (a) Curriculum delivery,
 - (b) Assessment and evaluation, and
 - (c) Classroom management as perceived by both teachers and head teachers.
2. determine the extent to which head teachers demonstrate their dual role as administrators in the areas of:
 - (a) Planning,
 - (b) Budget management
 - (c) Staff supervision,
 - (d) Policy implementation, and
 - (e) Community engagement as perceived by both teachers and head teachers.
3. assess the effect of the dual role of the school head on job performance as perceived by both teachers and the school head.
4. assess the effect of the dual role of the school head on leadership as perceived by both teachers and the school head.
5. determine whether there is a significant relationship between the dual role of a school head—as subject teacher and administrator and job performance and leadership outcomes as perceived by both teachers and head teachers.

Hypothesis

This study utilized the following hypothesis.

Extent of Demonstration of Dual Role as a Subject Teacher:



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Null Hypothesis (H0): There was no significant difference in the perceived extent to which head teachers demonstrate their dual role as subject teachers in curriculum delivery, assessment and evaluation, and classroom management between teachers and head teachers themselves.

Alternative Hypothesis (H1): There was a significant difference in the perceived extent to which head teachers demonstrate their dual role as subject teachers between teachers and head teachers themselves.

Extent of Demonstration of Dual Role as an Administrator:

Null Hypothesis (H0): There was no significant difference in the perceived extent to which head teachers demonstrate their dual role as an administrator in planning, budget management, staff supervision, policy implementation, and community engagement between teachers and head teachers themselves.

Alternative Hypothesis (H1): There was a significant difference in the perceived extent to which head teachers demonstrate their dual role as administrators between teachers and head teachers themselves.

Effect of Dual Role on Job Performance:

Null Hypothesis (H0): There was no significant effect of the dual role of the head teachers on their job performance as perceived by teachers and head teachers themselves.

Alternative Hypothesis (H1): There was a significant effect of the dual role of the head teachers on their job performance as perceived by teachers and head teachers themselves.

Effect of Dual Role on Leadership:

Null Hypothesis (H0): There was no significant effect of the dual role of the head teachers on their leadership as perceived by teachers and head teachers themselves.

Alternative Hypothesis (H1): There was a significant effect of the dual role of the head teachers on their leadership as perceived by teachers and head teachers themselves.

Relationship between Dual Role and Job Performance/Leadership Outcome:

Null Hypothesis (H0): There was no significant relationship between the dual role of a head teachers as a subject teacher and administrator and their job performance and leadership outcome as perceived by teachers and head teachers themselves.

Alternative Hypothesis (H1): There was a significant relationship between the dual role of a head teachers as a subject teacher and administrator and their job performance and leadership outcome as perceived by teachers and head teachers themselves.

METHODOLOGY

Research Design

The study employed a quantitative research design to examine the effects of the dual roles of head teachers on job performance and leadership effectiveness. A descriptive survey method was utilized to systematically collect data from head teachers and teachers in the municipality of Lambayong. Descriptive statistics were used to summarize participants' responses, while correlation and regression analyses determined relationships between instructional responsibilities, administrative duties, and leadership outcomes. This approach aligned with Creswell and Creswell (2017), who emphasized that quantitative methods allow researchers to measure variables objectively and analyze patterns within large populations. Additionally, Bryman and Bell (2019) asserted that quantitative research facilitates the identification of causal relationships and ensures the generalizability of findings to similar educational settings. By adopting this design, the study provided empirical evidence on how head teachers navigate their dual roles and their impact on school performance.

Population and Sampling

The study targeted head teachers and teachers in the municipality of Lambayong, Sultan Kudarat, aiming to assess how head teachers' dual roles influence job performance and leadership effectiveness. A purposive sampling technique was employed, selecting participants who held leadership positions and had direct instructional responsibilities. A total of 113 respondents participated in the study, consisting of 11 head teachers and 102 teachers from various public schools in the municipality. This diverse sample ensured a comprehensive representation of different educational contexts and leadership experiences. Purposive sampling allowed for the inclusion of respondents with firsthand experience in balancing administrative and teaching duties, ensuring the relevance and



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depth of the findings (Creswell & Creswell, 2017). According to Bryman and Bell (2019), purposive sampling is effective when seeking detailed insights from a specific group, making it a suitable approach for investigating leadership roles in education.

Instrument

The study utilized a structured survey questionnaire as its primary research instrument to collect data from head teachers and teachers in the municipality of Lambayong. The questionnaire was divided into sections addressing personal profiles, head teachers' instructional roles, administrative responsibilities, and perceived job performance and leadership effectiveness. Likert-scale items measured participants' responses, allowing for quantitative analysis of perceptions and relationships among key variables. The survey underwent a validation process, including expert review and pilot testing, to ensure clarity, reliability, and alignment with research objectives (Creswell & Creswell, 2017).

Data Collection

The study gathered data through structured survey questionnaires and semi-structured interviews to examine the dual roles of head teachers and their effects on job performance and leadership effectiveness. The survey was distributed to 113 respondents—comprising 11 head teachers and 102 teachers—from various public schools in the municipality of Lambayong. The questionnaire contained Likert-scale items measuring perceptions of instructional and administrative responsibilities, as well as open-ended questions to capture qualitative insights. Additionally, semi-structured interviews were conducted with selected head teachers to gain deeper understanding of leadership challenges and strategies. To ensure ethical compliance, informed consent was obtained from all participants, and confidentiality measures were upheld throughout the data collection process (Creswell & Creswell, 2017; Bryman & Bell, 2019).

Treatment of Data

The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics were used to summarize demographic profiles and quantify responses to Likert-scale items, providing insights into general trends and perceptions. Correlation analysis was conducted to examine the relationships between instructional responsibilities, administrative duties, and leadership outcomes.

Furthermore, multiple regression analysis was employed to identify significant predictors of job performance and leadership effectiveness. This allowed the study to assess the relative contributions of teaching and administrative roles to overall leadership success. All statistical analyses were performed using SPSS software to ensure accuracy, consistency, and reliability in data processing.

Ethical Considerations

The study adhered to established ethical standards to protect the rights and welfare of all participants. Informed consent was obtained prior to data collection, with participants being fully briefed on the purpose of the study, procedures involved, potential risks, and their right to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained by coding responses and excluding any personally identifiable information from the analysis and reporting.

Participation was entirely voluntary, and no incentives or coercion were used. The study also secured approval from relevant institutional authorities and complied with local and national ethical guidelines for educational research. These measures ensured that the research was conducted responsibly and respectfully, safeguarding the dignity and privacy of all respondents.

RESULTS and DISCUSSION

This chapter presents the findings of the study on the dual roles of head teachers as subject teachers and administrators in Lambayong. The data collected from surveys and statistical analyses provide insights into job performance and leadership effectiveness. To ensure clarity, tables summarize significant results with accompanying explanations.



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Extent of Head Teachers' Dual Role as Subject Teachers

Table 1. Perceptions of Head Teachers and Teachers on Instructional Responsibilities

Indicator	Mean Score (Head Teachers) (n=11)	Interpretation (Head Teachers)	Mean Score (Teachers) (n=113)	Interpretation (Teachers)
Curriculum Delivery	3.85	To a Great Extent	3.42	To a Great Extent
Assessment & Evaluation	3.74	To a Great Extent	3.38	To a Moderate Extent
Classroom Management	3.91	To a Great Extent	3.59	To a Great Extent

SScale	Mean Range	Description
55	4.21 - 5.00	To a Very Great Extent - My role as the SH is performed very far above the expected level.
44	3.41 - 4.20	To a Great Extent - My role as the SH is performed far above the expected level.
33	2.61 - 3.40	To a Moderate Extent - My role as the teacher is performed at the expected level.
22	1.81 - 2.60	To a Limited Extent - My role as the SH is performed far below the expected level.
11	1.00 - 1.80	To a Very Limited Extent - My role as the SH is performed very far below the expected level.

The findings indicate that head teachers perceive themselves as effectively fulfilling their teaching responsibilities to a great extent, particularly in curriculum delivery, assessment, and classroom management. However, teachers rate head teachers slightly lower, especially in assessment & evaluation, suggesting that administrative workload may limit head teachers' ability to consistently engage in student assessment (Hallinger & Heck, 1996).

Both groups agree that classroom management and curriculum delivery are performed to a great extent, showing that head teachers prioritize discipline and instructional content despite leadership responsibilities (Leithwood et al., 2006). However, teachers' moderate rating of assessment engagement suggests a need for greater involvement in student learning processes, reinforcing the argument that effective instructional leadership requires deeper participation in curriculum evaluation (Dizon & Sanchez, 2020; Muñoz & Sanchez, 2023; Pangilinan, 2025; Nguyen, 2018).

Extent of Head Teachers' Dual Role as Administrators

Table 2. Perceptions of Head Teachers and Teachers on Administrative Responsibilities

Indicator	Mean Score (Head Teachers) (n=11)	Interpretation (Head Teachers)	Mean Score (Teachers) (n=113)	Interpretation (Teachers)
Planning	4.12	To a Great Extent	3.68	To a Great Extent
Budget Management	3.95	To a Great Extent	3.52	To a Great Extent
Staff Supervision	4.25	To a Very Great Extent	3.91	To a Great Extent
Policy Implementation	4.10	To a Great Extent	3.77	To a Great Extent
Community Engagement	3.83	To a Great Extent	3.43	To a Great Extent

SScale	Mean Range	Description
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55	4.21 - 5.00	<i>To a Very Great Extent - My role as the SH is performed very far above the expected level.</i>
44	3.41 - 4.20	<i>To a Great Extent - My role as the SH is performed far above the expected level.</i>
33	2.61 - 3.40	<i>To a Moderate Extent - My role as the teacher is performed at the expected level.</i>
22	1.81 - 2.60	<i>To a Limited Extent - My role as the SH is performed far below the expected level.</i>
11	1.00 - 1.80	<i>To a Very Limited Extent - My role as the SH is performed very far below the expected level.</i>

The findings indicate that head teachers perceive themselves as highly effective administrators, consistently rating their performance to a great extent or very great extent across all administrative responsibilities. Staff supervision received the highest rating among head teachers (4.25, To a Very Great Extent), emphasizing their strong role in guiding and managing teachers. Similarly, policy implementation and strategic planning were rated to a great extent, reinforcing head teachers' focus on institutional governance and long-term improvement efforts (Leithwood et al., 2006).

Teachers generally agree with the head teachers' self-assessments, though their ratings are slightly lower. Staff supervision and planning are well-recognized, but budget management and community engagement received lower ratings, suggesting that teachers may desire greater transparency in financial decisions and increased involvement in external partnerships (Hallinger & Heck, 1996; Sanchez & Sarmiento, 2020; Sanchez, et al., 2023; Sanchez, et al., 2022).

Effect of the Dual Role on Job Performance

Table 3. Effect of the Dual Role of Head Teachers on Job Performance

Indicator	Mean Score (Head Teachers) (n=11)	Interpretation (Head Teachers)	Mean Score (Teachers) (n=113)	Interpretation (Teachers)
Overall Job Performance	4.10	To a Great Extent	3.78	To a Great Extent
Instructional Leadership	3.85	To a Great Extent	3.42	To a Great Extent
Administrative Effectiveness	4.22	To a Very Great Extent	3.95	To a Great Extent
Leadership in Decision-Making	4.05	To a Great Extent	3.72	To a Great Extent
Staff and Teacher Engagement	4.18	To a Very Great Extent	3.89	To a Great Extent

SScale	Mean Range	Description
55	4.21 - 5.00	<i>To a Very Great Extent - My role as the SH is performed very far above the expected level.</i>
44	3.41 - 4.20	<i>To a Great Extent - My role as the SH is performed far above the expected level.</i>
33	2.61 - 3.40	<i>To a Moderate Extent - My role as the teacher is performed at the expected level.</i>
22	1.81 - 2.60	<i>To a Limited Extent - My role as the SH is performed far below the expected level.</i>
11	1.00 - 1.80	<i>To a Very Limited Extent - My role as the SH is performed very far below the expected level.</i>

The findings suggest that head teachers perceive their dual role positively, rating their administrative effectiveness and staff engagement at a very great extent, while their instructional leadership and decision-making are rated to a great extent. This indicates that head teachers believe their ability to balance both teaching and administrative duties enhances overall job performance (Leithwood et al., 2006).



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Teachers, however, rate job performance slightly lower, suggesting head teachers excel in administrative responsibilities but face challenges in balancing instructional engagement (Hallinger & Heck, 1996). While they acknowledge strong leadership and staff supervision, the slightly lower score for instructional leadership implies that administrative workload limits head teachers' active participation in curriculum delivery (Nguyen, 2018).

Effect of the Dual Role on Leadership

Table 4. Effect of the Dual Role of Head Teachers on Leadership

Indicator	Mean Score (Head Teachers) (n=11)	Interpretation (Head Teachers)	Mean Score (Teachers) (n=113)	Interpretation (Teachers)
Visionary Leadership	4.05	To a Great Extent	3.72	To a Great Extent
Decision-Making	3.92	To a Great Extent	3.65	To a Great Extent
Motivation & Teamwork	4.18	To a Very Great Extent	3.89	To a Great Extent
Communication & Transparency	3.80	To a Great Extent	3.41	To a Great Extent
Conflict Resolution	3.88	To a Great Extent	3.59	To a Great Extent

SScale	Mean Range	Description
55	4.21 - 5.00	To a Very Great Extent - My role as the SH is performed very far above the expected level.
44	3.41 - 4.20	To a Great Extent - My role as the SH is performed far above the expected level.
33	2.61 - 3.40	To a Moderate Extent - My role as the teacher is performed at the expected level.
22	1.81 - 2.60	To a Limited Extent - My role as the SH is performed far below the expected level.
11	1.00 - 1.80	To a Very Limited Extent - My role as the SH is performed very far below the expected level.

The findings indicate that head teachers perceive themselves as strong leaders, rating their visionary leadership, motivation & teamwork, and decision-making at a great or very great extent. However, teachers rate communication & transparency lower, suggesting a need for improved collaboration and openness (Hallinger & Heck, 1996).

Although teachers acknowledge s head teachers' leadership competencies, slight discrepancies between self-ratings and teacher assessments suggest areas for improvement in teacher consultation and communication strategies (Nguyen, 2018).

Table 5. Correlation Analysis Between Dual Role and Job Performance & Leadership Outcome

Variable	Pearson's r	p-value	Interpretation
Dual Role (Teaching & Administration) → Job Performance	0.48	<0.01	Moderate Positive Relationship
Dual Role (Teaching & Administration) → Leadership Outcome	0.53	<0.01	Moderate to Strong Positive Relationship

The findings suggest a moderate to strong positive relationship between head teachers dual role as subject teachers and administrators and their job performance and leadership effectiveness. The correlation analysis reveals that leadership outcome ($r = 0.53$) is more strongly influenced by the ability to balance administrative and teaching responsibilities compared to job performance ($r = 0.48$). This aligns with Leithwood et al.. (2006), who found that strong instructional leadership complements school administration and enhances leadership success.



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Additionally, the significant p-values ($p < 0.01$) indicate that the relationship between dual roles and effectiveness is statistically significant, meaning that head teachers who actively integrate both roles tend to exhibit stronger leadership capabilities and overall job effectiveness (Hallinger & Heck, 1996).

However, while job performance remains positively correlated, it demonstrates a slightly weaker link compared to leadership outcomes, suggesting that head teachers might prioritize administrative efficiency over direct instructional engagement (Nguyen, 2018). This highlights the need for strategies that ensure instructional leadership does not decline as administrative workload increases.

Conclusions

The findings of this study confirm that head teachers successfully manage their dual roles as both subject teachers and administrators, influencing their overall job performance and leadership effectiveness. Head teachers perceive themselves as highly competent in instructional leadership, particularly in curriculum delivery and classroom management, rating these aspects to a great extent. However, teachers express a slightly lower perception of their engagement in assessment and evaluation, suggesting that the administrative workload may limit their direct instructional involvement. Meanwhile, head teachers rate their administrative effectiveness, including staff supervision and policy implementation, to a very great extent, whereas teachers highlight areas for improvement in transparency and community engagement. This difference in perceptions emphasizes the need for a balanced approach where head teachers can manage their leadership responsibilities while remaining actively involved in instructional processes.

Additionally, the study reveals a statistically significant relationship between head teachers' dual roles and their leadership success and job performance, with administrative duties having a stronger influence on leadership effectiveness than instructional responsibilities. While head teachers excel in motivation, teamwork, and decision-making, communication and transparency receive lower ratings, indicating potential areas for development. These findings suggest that while administrative responsibilities contribute more significantly to leadership effectiveness, strengthening instructional engagement and collaboration with teachers could further enhance job performance. To ensure optimal school leadership, strategies such as workload management, enhanced professional development, and stronger teacher-school head collaboration should be considered to support both instructional and administrative responsibilities.

Recommendations

Based on the findings, the following recommendations are suggested to improve the effectiveness of head teachers in balancing their dual roles:

1. Enhance instructional leadership by ensuring active engagement in curriculum delivery, assessment, and classroom management. Head teachers should allocate dedicated time for teaching responsibilities alongside administrative duties.
2. Implement professional development programs focused on instructional strategies, assessment techniques, and the use of educational technology to improve the effectiveness of head teachers in their teaching roles.
3. Improve budget transparency and resource allocation by establishing open consultation processes with teachers and stakeholders to foster trust and efficiency in managing financial resources.
4. Strengthen community engagement by actively involving external stakeholders, parents, and local organizations in decision-making processes, creating stronger partnerships for school development.
5. Foster teacher collaboration by integrating inclusive decision-making approaches, allowing teachers to contribute more meaningfully to administrative and instructional planning.
6. Enhance leadership communication by developing structured communication strategies that ensure openness, clarity, and accessibility in policy implementation and decision-making.
7. Support workload management by implementing time-management strategies, leadership coaching, and delegation techniques to ensure head teachers effectively balance their dual responsibilities.
8. Encourage professional growth by providing head teachers with opportunities for leadership training, mentoring, and engagement in educational seminars to continuously improve their effectiveness.
9. Develop technology integration plans to enhance instructional effectiveness through digital tools, online assessments, and interactive learning platforms tailored to modern teaching methods.
10. Create monitoring and evaluation frameworks to assess head teachers' performance in both instructional and administrative roles, ensuring continuous improvement and adaptability to school needs.



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