

Teachers-In-Charge as De Facto School Leaders: Exploring Their Management Competence, Career Aspirations, and Administrative Effectiveness in Region XII

Jemma Rose R. Solomon-Solidarios

Author Information:

Sultan Kudarat State University, ACCESS
Campus, Tacurong City, SOCCSKSARGEN,
Philippines

Correspondence:

jemmarosesolomon@sksu.edu.ph

Article History:

Date Received: April 25, 2026

Date Revised: April 29, 2026

Date Accepted: May 2, 2026

DOI:

<https://doi.org/10.5281/zenodo.20032037>

Document ID: 2026IJROMS0053

Recommended Citation:

Solomon-Solidarios, J. R. R. (2026). Teachers-In-Charge as De Facto School Leaders: Exploring Their Management Competence, Career Aspirations, and Administrative Effectiveness in Region XII. *International Journal of Research on Multidisciplinary Studies*, 1(4), 16–30. <https://doi.org/10.5281/zenodo.20032037>

Abstract. Abstract. Educational leadership plays a vital role in ensuring that schools operate effectively and achieve their educational goals. In the Philippines, the shortage of school principals has led to the designation of Teachers-in-Charge (TICs) to manage schools without full-fledged administrators. Despite their significant responsibilities, there have been few studies examining their managerial competence, career aspirations, and administrative effectiveness. Hence, this study assessed the management competence, career aspirations, and administrative effectiveness of TICs as de facto school leaders in elementary schools in Region XII. This study employed descriptive and correlational research designs. The respondents consisted of purposively selected TICs and randomly selected permanent teachers from the Schools Divisions of Cotabato, Sarangani, South Cotabato, and Sultan Kudarat. Data were collected using validated researcher-developed questionnaires aligned with the Philippine Professional Standards for School Heads (PPSSH). Statistical analyses included mean, standard deviation, Spearman's rho correlation, and the Mann-Whitney U test. Findings revealed that TICs demonstrated a very high level of management competence and very extensive career aspirations. Both TICs and teachers also rated administrative effectiveness as very high. Correlation analysis indicated a strong positive relationship between management competence and administrative effectiveness, and a moderate positive relationship between career aspirations and administrative effectiveness. Moreover, no significant differences were found between TICs' self-assessments and teachers' perceptions. Evidently, the study revealed that TICs possess strong managerial competence, high professional aspirations, and the capability to manage schools effectively as de facto school leaders.

Keywords: Administrative Effectiveness, Career Aspirations, Management Competence, Philippine Professional Standards for School Heads, Teacher-In-Charge

Introduction

Educational leadership is essential in ensuring effective, responsive, and future-ready schools, as leaders play key roles in decision-making, school-community relations, and promoting ethical and efficient practices. Globally, leadership strongly influences student learning, teacher motivation, and school success, making it critical to education reform and the achievement of global goals such as the SDGs (Sahito et al., 2025; Day et al., 2020).

In the Philippines, DepEd addresses the shortage of principals by designating Teachers-in-Charge (TICs) as school leaders through DepEd Order No. 42, s. 2007 and DepEd Order No. 05, s. 2024, giving them authority and accountability in schools without principals. TICs handle key functions such as instructional supervision, resource management, and stakeholder engagement, but often face limited training, recognition, and support compared to full-fledge principals (Malvar & Pascual, 2024).

To strengthen leadership standards, the Philippine Professional Standards for School Heads (PPSSH) under DepEd Order No. 24, s. 2020 provides a framework covering leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. In Region XII, TICs have undergone leadership development programs aligned with PPSSH, but evidence on how these translate into actual practice remains limited (DepEd SDO-Sarangani, 2022).

Despite these initiatives, TICs remain underexplored in research, particularly in terms of their competence, career aspirations, and administrative effectiveness in Region XII. This study therefore examined these aspects using the PPSSH framework to provide insights for strengthening TIC leadership and professional development.

Research Questions

This study determined the relationship of management competence and career aspirations with the administrative effectiveness of Teacher-In-Charge (TICs) in Region XII. It answered the following research questions:

1. What is the level of management competence of TICs, as assessed by themselves and as perceived by teachers, in terms of:
 - 1.1. leading strategically;
 - 1.2. managing school operations and resources;
 - 1.3. focusing on teaching and learning;
 - 1.4. developing self and others; and,
 - 1.5 building connections?
2. What is the extent of career aspirations of TICs in terms of:
 - 2.1. leadership goals;
 - 2.2. professional advancement; and
 - 2.3. continuing education?
3. What is the level of administrative effectiveness of TICs, as assessed by themselves and as perceived by teachers, in terms of:
 - 3.1. instructional leadership;
 - 3.2. learning environment;
 - 3.3. human resource management and development;
 - 3.4. parents' involvement and community partnerships; and
 - 3.5. school leadership and management?
4. Is there a significant relationship between the management competence of TICs and their administrative effectiveness?
5. Is there a significant relationship between the career aspirations of TICs and their administrative effectiveness?
6. Is there a significant difference between the management competence of TICs as assessed by themselves and as perceived by teachers?
7. Is there a significant difference between the administrative effectiveness of TICs as assessed by themselves and as perceived by teachers?

Scope and Delimitation of the Study

The study focused on Teachers-In-Charge (TICs) in public elementary schools in province divisions in Region XII, specifically in the Schools Divisions of Cotabato, Sarangani, South Cotabato, and Sultan Kudarat. Respondents included TICs and teachers from schools without full-fledge principals. The study examined three constructs: management competence, career aspirations, and administrative effectiveness. These were assessed based on the Philippine Professional Standards for School Heads (PPSSH), using teachers' perceptions and self-assessments.

Literature Review

Teachers-In-Charge (TICs) in DepEd Schools

Teachers-In-Charge (TICs) in Philippine public schools are formally designated under DepEd policies, particularly DepEd Order No. 42, s. 2007 and DepEd Order No. 005, s. 2024, which recognize them as de facto school leaders in schools without full-fledge principals and emphasize their leadership responsibilities. Literature consistently highlights the complex and demanding nature of their role, encompassing school management, instructional leadership, and community engagement, often within resource-constrained contexts (DepEd, 2007; 2024; Ringler et al., 2018). Studies reveal that TICs experience challenges such as heavy workloads, role conflict, and authority issues, yet also demonstrate professional growth and leadership development (Solidarios, 2025; Fornolles & Opeña, 2024). While TICs are generally rated highly in leadership competencies, their direct impact on student outcomes appears influenced by broader systemic factors rather than leadership alone (Ortiz, 2025). Overall, the literature emphasizes the critical role of TICs in sustaining school operations and highlights the need for stronger institutional support, leadership development, and policy reinforcement to enhance their effectiveness.

Management Competence of School Leaders

Management competence of school leaders is widely recognized as a key factor in school effectiveness, grounded on Boyatzis' Competency-Based Theory, which emphasizes that performance depends on relevant technical, human, and conceptual skills (Boyatzis, 1982 as cited in Davison, 2021). In education, these competencies support instructional leadership and administrative functions that improve

teaching and learning outcomes (Day et al., 2020; Leithwood et al., 2019). In the Philippines, the PPSSH (DepEd Order No. 24, s. 2020) defines five leadership domains: strategic leadership, school operations and resource management, teaching and learning, developing self and others, and building relationships. However, TICs often face challenges in fully meeting these standards due to limited training and support (Malvar & Pascual, 2024). Overall, this shows that managerial competence is a combination of technical, interpersonal, and strategic skills essential for effective school leadership and particularly critical for TICs administrative roles.

Career Aspirations of TICs

Career aspirations of teachers are shaped by self-concept, values, self-efficacy, and contextual factors as explained by Social Cognitive Career Theory (Lent et al., 1994), with career goals often influenced by both personal motivation and institutional opportunities (Silva & Taveira, 2025). Studies show that educators pursue advancement toward leadership roles for professional growth, recognition, and broader school impact, although barriers such as workload, limited support, and weak career structures often constrain mobility (Flores & Craig, 2023; Wang et al., 2022). In the Philippine context, DepEd policies and related issuances institutionalize Teacher-In-Charge (TIC) roles as both administrative assignments and pathways for leadership progression, supported by structured systems such as NASH and the Career Progression System (DepEd, 2023; EO 174, 2022). Overall, literature highlights that TIC career aspirations are shaped by the interaction of personal ambition, professional development opportunities, and policy-driven leadership pathways within the education system.

Administrative Effectiveness

Administrative effectiveness refers to the ability of school leaders to achieve institutional goals through strategic leadership, decision-making, and efficient resource management (Otamiri, 2021). It involves not only efficiency in resource use but also effectiveness in attaining long-term educational outcomes through planning, organizing, leading, and controlling school operations (American Public University, 2024; The Blue Dot Team, 2022). Theoretical models such as contingency and path-goal theories emphasize adaptability and integration of human and managerial functions in leadership (Otamiri, 2021). In practice, it covers curriculum supervision, staff development, community engagement, and financial management, which are especially critical for Teacher-In-Charge (TICs) who simultaneously handle instructional and administrative roles. Studies further show that effective school leaders must also manage change, make strategic decisions, and foster collaboration to sustain school improvement (Abdallah et al., 2024; Alhawamdeh & Alsmairat, 2019). However, TICs often face challenges in balancing these demands due to limited resources and dual responsibilities, highlighting the need for stronger institutional support to enhance administrative effectiveness (Malvar & Pascual, 2024).

Methodology

Research Design

The study employed descriptive and correlational research designs with a comparative component. The descriptive aspect examined the management competence, career aspirations, and administrative effectiveness of TICs in Region XII, while the correlational aspect determined the relationships among these variables. The comparative component, on the other hand, assessed differences between TICs' self-assessments and teachers' evaluations. This combination of designs was used to describe existing conditions, examine relationships without manipulation, and compare group perceptions (Creswell, 2018; Garcia, 2021; Saunders et al., 2023).

Sampling Design

The study employed a combination of non-probability and probability sampling techniques. For TICs, purposive sampling was used to select individuals who met the criteria aligned with the study objectives, focusing on de facto school leaders in Region XII (Tajik et al., 2025). For teachers, simple random sampling was utilized to ensure unbiased selection of respondents under TIC supervision. This combination allowed the study to gather both targeted and representative data while minimizing selection bias (Saunders et al., 2023; Noor et al., 2022).

Research Locale

The study was conducted in four province school divisions in Region XII, Philippines, namely Cotabato, Sarangani, South Cotabato, and Sultan Kudarat, which had the highest number of Teacher-In-Charge (TIC) assignments. These divisions comprised 26 schools in Cotabato, 18 in Sarangani, 15 in South

Cotabato, and 14 in Sultan Kudarat. They were purposively selected to ensure an adequate number of respondents and to capture contexts where TIC deployment is most prevalent.

Research Participants

The TIC respondents were composed of a total enumeration of 73 Teacher-In-Charge from selected schools in Region XII. For the teacher-respondents, a computed sample size of 273 was drawn from a population of 940 teachers under TIC supervision (DepEd Region XII, 2025). Each TIC was paired with randomly selected teachers from their respective schools to obtain both self-assessment and peer-evaluation data, ensuring a balanced and comprehensive perspective of TIC performance.

Research Instrument

The study utilized two sets of structured, researcher-made survey questionnaires. The first (Q1) was administered to TICs and measured management competence, career aspirations, and administrative effectiveness, based on DepEd Order No. 24, s. 2020 and the Philippine Professional Standards for School Heads (PPSSH), along with related literature and frameworks. The second (Q2) was given to teachers to assess their perceptions of TICs' management competence and administrative effectiveness using the same domains, allowing comparison between self-assessments and teacher evaluations. All instruments used a five-point Likert scale appropriate for measuring attitudes and perceptions in educational research (Tanujaya et al., 2022). The questionnaires underwent content validation by a panel of six experts, with results showing high validity indices, confirming that the instruments were valid, relevant, and suitable for data collection.

Data Gathering Procedure

The data were collected through a systematic process to ensure reliability and accuracy. The researcher first secured approval from the Dean of the Graduate School, followed by endorsements from the DepEd Regional Office XII and the Superintendents of the selected divisions. Coordination was then conducted with Regional and Division Planning Offices and Public Schools District Supervisors to identify respondents and facilitate questionnaire distribution. The validated questionnaires were administered either face-to-face or via Google Forms, depending on school accessibility. Ethical protocols, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the process (Creswell, 2018). After data collection, all responses were retrieved, organized, and prepared for analysis.

Results and Discussions

Research Question 1: What is the level of management competence of TICs, as assessed by themselves and as perceived by teachers?

Table 1. Teacher-In-Charge Level of Management Competence in terms of Leading Strategically

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs set clear, realistic, and inspiring goals for the school.	4.88	0.33	Very High	4.66	0.57	Very High
2. The TICs align school priorities with DepEd's Vision, Mission, and Goals.	4.95	0.23	Very High	4.76	0.51	Very High
3. The TICs make data-driven decisions for school improvement.	4.81	0.40	Very High	4.66	0.58	Very High
4. The TICs demonstrate foresight in anticipating challenges and opportunities.	4.73	0.48	Very High	4.58	0.60	Very High
5. The TICs create a culture of shared responsibilities in achieving targets.	4.89	0.31	Very High	4.66	0.60	Very High
Mean	4.85	0.24	Very High	4.66	0.50	Very High

Table 1 shows that TICs demonstrated a very high level of management competence in strategic leadership ($M=4.85$, $SD=0.24$), indicating that they consistently align school goals with DepEd priorities, manage operations effectively, and foster stakeholder collaboration in accordance with DepEd Order No. 024, s. 2020. The highest rating was on aligning school priorities with DepEd's Vision, Mission, and Goals ($M=4.95$), while the lowest, though still very high, was on anticipating challenges and opportunities ($M=4.73$), suggesting a need to further strengthen foresight and adaptive leadership. Teachers similarly rated TICs very high in strategic leadership ($M=4.66$), with consistent emphasis on goal alignment, although with slightly more variation in responses ($SD=0.50$). Overall, the findings indicate strong strategic leadership among TICs, characterized by goal alignment, data-informed decision-making, and collaboration, while also highlighting the need to enhance anticipatory and innovative leadership skills for sustained school improvement.

Table 2. Teacher-In-Charge Level of Management Competence in terms of Managing School Operations and Resources

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs manage school resources efficiently and transparently.	4.93	0.25	Very High	4.70	0.56	Very High
2. The TICs ensure that policies and guidelines are properly implemented.	4.84	0.37	Very High	4.70	0.56	Very High
3. The TICs establish safe, orderly, and inclusive learning environment.	4.88	0.33	Very High	4.69	0.53	Very High
4. The TICs maximize the use of facilities and technology to support learning.	4.68	0.50	Very High	4.69	0.55	Very High
5. The TICs monitor and evaluate resource utilization regularly.	4.73	0.45	Very High	4.69	0.60	Very High
Mean	4.81	0.28	Very High	4.70	0.50	Very High

Table 2 shows that TICs demonstrated a very high level of management competence in school operations and resource management ($M=4.81$, $SD=0.28$), indicating strong operational leadership in ensuring efficient, transparent, and well-organized school systems in line with DepEd Order No. 024, s. 2020. The highest rating was on managing school resources efficiently and transparently ($M=4.93$), while the lowest, though still very high, was on maximizing the use of facilities and technology to support learning ($M=4.68$), suggesting a need for further improvement in resource optimization and technology integration. Teachers also rated TICs highly ($M=4.70$, $SD=0.50$), with closely similar ratings across operational indicators, reflecting generally consistent perceptions of TIC performance. Generally, the findings indicate that TICs exhibit strong competence in managing school operations and resources, ensuring effective implementation of policies, safe learning environments, and proper resource utilization, while also highlighting the need to strengthen digital and facility-based support for learning.

Table 3. Teacher-In-Charge Level of Management Competence in terms of Focusing on Teaching and Learning

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs provide instructional supervision to ensure teaching quality.	4.74	0.47	Very High	4.69	0.55	Very High
2. The TICs guide teachers in developing effective classroom practices.	4.85	0.36	Very High	4.69	0.55	Very High
3. The TICs monitor learner progress and use data to improve outcomes.	4.82	0.39	Very High	4.69	0.55	Very High
4. The TICs implement programs that address diverse learners' needs.	4.77	0.43	Very High	4.68	0.56	Very High
5. The TICs ensure that curriculum implementation meets national standards.	4.78	0.42	Very High	4.68	0.52	Very High
Mean	4.79	0.32	Very High	4.69	0.49	Very High

Table 3 shows that TICs demonstrated a very high level of management competence in focusing on teaching and learning ($M=4.79$, $SD=0.32$), reflecting strong instructional leadership aligned with DepEd Order No. 024, s. 2020 and related studies on school leadership effectiveness (Brown, 2024). The highest rating was in guiding teachers in developing effective classroom practices ($M=4.85$), while the lowest, though still very high, was in providing instructional supervision to ensure teaching quality ($M=4.74$), suggesting a need to further strengthen supervision and feedback processes (Ghafar & Lestari, 2023). Teachers' ratings were closely aligned ($M=4.69$, $SD=0.49$), particularly on curriculum implementation and addressing diverse learner needs, indicating consistency in perceptions of instructional support (Caritativo & Fernandez, 2025). In summary, the findings indicate that TICs demonstrate strong competence in instructional leadership by supporting teachers, implementing curriculum standards, and promoting learner-centered practices; however, continuous improvement in supervision and mentoring is needed to further enhance teaching quality and student outcomes (Munna & Kalam, 2021; Ghafar & Lestari, 2023).

Table 4. Teacher-In-Charge Level of Management Competence in terms of Focusing on Developing Self and Others

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs pursue professional growth opportunities to enhance my leadership.	4.79	0.47	Very High	4.68	0.51	Very High
2. The TICs mentor and support teachers in their professional development.	4.84	0.41	Very High	4.68	0.57	Very High
3. The TICs encourage collaboration and teamwork among school staff.	4.93	0.25	Very High	4.68	0.65	Very High
4. The TICs provide recognition and feedback to motivate teachers.	4.70	0.49	Very High	4.68	0.56	Very High
5. The TICs reflect on my practices and adapt to improve leadership skills.	4.81	0.43	Very High	4.68	0.59	Very High
Mean	4.81	0.34	Very High	4.68	0.51	Very High

Table 4 shows that TICs demonstrated a very high level of management competence in developing self and others ($M=4.81$, $SD=0.34$), reflecting strong commitment to professional growth and aligned with the Philippine Professional Standards for School Heads (DepEd, 2020). The highest rating was in encouraging collaboration and teamwork among school staff ($M=4.93$), while the lowest, though still very high, was in providing recognition and feedback to motivate teachers ($M=4.70$), suggesting a need to strengthen formal feedback mechanisms. Teachers' ratings were consistent ($M=4.68$, $SD=0.51$), indicating alignment in perceptions of TICs' mentoring and professional support practices. Overall, the findings indicate that TICs effectively foster collaboration, mentorship, and reflective practice, supporting teacher development and consistent with leadership studies emphasizing professional learning and relational leadership (Day et al., 2020; Salo et al., 2024).

Table 5. Teacher-In-Charge Level of Management Competence in terms of Building Connections

Indicators	Teacher-In-Charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs establish strong partnerships with parents and stakeholders.	4.90	0.30	Very High	4.68	0.52	Very High
2. The TICs collaborate with community leaders to support school programs.	4.85	0.36	Very High	4.68	0.54	Very High
3. The TICs engage stakeholders in decision-making and problem-solving.	4.82	0.39	Very High	4.68	0.63	Very High
4. The TICs promote transparent communication with all school partners/ stakeholders.	4.84	0.41	Very High	4.68	0.59	Very High
5. The TICs foster trust and respect in building external and internal relationships.	4.92	0.28	Very High	4.68	0.56	Very High
Mean	4.87	0.24	Very High	4.68	0.51	Very High

Table 5 shows that TICs demonstrated a very high level of management competence in building connections ($M=4.87$, $SD=0.24$), the highest among all leadership domains, reflecting strong relational leadership aligned with DepEd Order No. 024, s. 2020. The highest rating was in fostering trust and respect in internal and external relationships ($M=4.92$), indicating strong stakeholder engagement and communication. Teachers also rated this domain very high ($M=4.68$, $SD=0.51$), showing generally consistent perceptions, although with slightly greater variability. The small gap between TIC and teacher ratings suggests strong alignment in recognizing TICs' ability to build partnerships, promote collaboration, and ensure transparent communication. Generally, the findings indicate that TICs excel in establishing and sustaining stakeholder relationships, supporting research that emphasizes the importance of trust-based and collaborative leadership in improving school effectiveness and community engagement (Fabunan & Cabal, 2021; Duncheon & DeMatthews, 2023).

Table 6. Level of Management Competence of the Teacher-In-Charge

Dimensions	Teacher-In-Charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. Leading Strategically	4.85	0.24	Very High	4.66	0.50	Very High
2. Managing School Operations and Resources	4.81	0.28	Very High	4.70	0.50	Very High
3. Focusing on Teaching and Learning	4.79	0.32	Very High	4.68	0.49	Very High
4. Developing Self and Others	4.81	0.34	Very High	4.68	0.51	Very High
5. Building Connections	4.87	0.24	Very High	4.68	0.51	Very High
Grand Mean	4.83	0.22	Very High	4.69	0.46	Very High

Table 6 presents the overall level of management competence of TICs across five key domains of school leadership. TICs obtained a very high grand mean of 4.83 (SD=0.22), while teachers also rated them very high at 4.69 (SD=0.46), indicating strong and closely aligned perceptions of TICs' leadership competence. The small difference between ratings suggests general agreement, with teachers providing slightly more cautious evaluations. These results align with Boyatzis' Competency-Based Theory, which emphasizes that effective performance depends on the integration of technical, conceptual, and interpersonal competencies (Davison, 2021), and with the Philippine Professional Standards for School Heads (DepEd, 2020; Llego, 2019), which define the five core domains of school leadership. Overall, the findings indicate that TICs demonstrate strong competence in strategic leadership, resource management, instructional leadership, professional development, and stakeholder engagement, reflecting their ability to perform multiple leadership roles effectively despite limited formal administrative designation (Malvar & Pascual, 2024).

Research Question 2: What is the extent of career aspirations of TICs?

Table 7. Extent of Career Aspiration of the Teacher-in-Charge in terms of Leadership Goals

	Indicators	M	SD	Verbal Description
1.	As a TIC, I aspire to pursue higher leadership positions such as Principalship.	4.74	0.60	Very Extensive
2.	As a TIC, I envision myself as a future school leader or education supervisor.	4.33	0.85	Very Extensive
3.	As a TIC, I set long-term goals for my leadership career.	4.63	0.59	Very Extensive
4.	As a TIC, I actively prepare myself for leadership roles through training.	4.84	0.41	Very Extensive
5.	As a TIC, I see my current role as a stepping-stone toward higher leadership responsibilities.	4.77	0.51	Very Extensive
	Mean	4.66	0.47	Very Extensive

Table 7 shows that TICs demonstrated a very extensive level of career aspirations in terms of leadership goals (M=4.66, SD=0.47), indicating strong intent to pursue higher positions such as principal or supervisor and to engage in professional development as preparation for future roles. These findings reflect alignment with DepEd's career progression framework and the Philippine Professional Standards for School Heads (DepEd Order No. 024, s. 2020; Llego, 2019), which emphasize leadership development across career stages. The results suggest that TICs view their current positions as pathways to greater responsibilities, although the slightly lower variation in some responses may indicate contextual constraints such as workload demands and limited access to training opportunities. In summary, the findings highlight strong leadership aspirations among TICs and underscore the need for sustained professional development and structured succession planning to support their advancement.

Table 8. Extent of Career Aspiration of the Teacher-in-Charge in terms of Professional Advancement

	Indicators	M	SD	Verbal Description
1.	As a TIC, I aim for promotion or reclassification based on merit and performance.	4.86	0.38	Very Extensive
2.	As a TIC, I engage in activities that contribute to career advancement.	4.84	0.44	Very Extensive
3.	As a TIC, I seek leadership roles in committees or school projects.	4.84	0.41	Very Extensive
4.	As a TIC, I aim to publish or present academic works to strengthen my professional profile.	4.64	0.56	Very Extensive
5.	As a TIC, I plan to pursue recognition (e.g., outstanding teacher/leader awards).	4.62	0.59	Very Extensive
	Mean	4.76	0.36	Very Extensive

Table 8 shows that TICs demonstrated a very extensive level of career aspirations in terms of professional advancement (M=4.76, SD=0.36), indicating strong motivation to pursue promotions, leadership roles, and career-enhancing activities. The highest rating was on aiming for promotion or reclassification based on merit and performance (M=4.86), reflecting strong commitment to formal career progression and leadership responsibilities. Meanwhile, the lowest ratings, though still very high, were on publishing or presenting academic work (M=4.64) and pursuing recognition or awards (M=4.62), suggesting relatively lesser focus on research and external recognition, possibly due to workload and limited opportunities. These findings align with the NEAP Professional Development Framework and the Philippine Professional Standards for School Heads, which emphasize continuous and structured career growth.

(DepEd, 2020; NEAP, n.d.). Taken as a whole, TICs show strong professional advancement aspirations, driven by personal motivation and DepEd's career pathways, consistent with studies highlighting the role of professional development in leadership growth (Romorosa & Ugang, 2025).

Table 9. Extent of Career Aspiration of the Teacher-in-Charge in terms of Continuing Education

	Indicators	M	SD	Verbal Description
1.	As a TIC, I plan to pursue graduate studies (e.g., Master's, Doctorate).	4.70	0.62	Very Extensive
2.	As a TIC, I enroll in seminars, workshops, or online courses for personal development.	4.59	0.62	Very Extensive
3.	As a TIC, I pursue professional certifications to enhance my competence.	4.73	0.48	Very Extensive
4.	As a TIC, I allocate time for research and scholarly work.	4.40	0.72	Very Extensive
5.	As a TIC, I am committed to lifelong learning for personal and professional growth.	4.84	0.44	Very Extensive
	Mean	4.65	0.47	Very Extensive

Table 9 shows that TICs demonstrated a very extensive level of career aspirations in terms of continuing education ($M=4.65$, $SD=0.47$), indicating strong commitment to graduate studies, training, certifications, and lifelong learning to enhance leadership competence. The highest engagement was in pursuing graduate studies and professional development activities, while the lowest, though still high, was in allocating time for research ($M=4.40$, $SD=0.72$), suggesting possible constraints such as workload and time limitations. These findings align with the Continuing Professional Development (CPD) framework under Republic Act No. 10912 and DepEd policies, which emphasize sustained professional growth for instructional and leadership improvement (Professional Regulation Commission, 2019). In general, TICs show strong valuing of continuing education, consistent with studies highlighting its role in strengthening leadership readiness and instructional effectiveness (Camral & Sumayo, 2025).

Table 10. Extent of Career Aspirations of the Teacher-in-Charge

	Dimensions	Mean	SD	Verbal Description
1.	Leadership Goals	4.66	0.47	Very Extensive
2.	Professional Advancement	4.76	0.36	Very Extensive
3.	Continuing Education	4.65	0.47	Very Extensive
	Grand Mean	4.69	0.39	Very Extensive

Table 10 shows that TICs demonstrated a very extensive level of overall career aspirations ($M=4.69$, $SD=0.39$), indicating strong motivation toward leadership goals, professional advancement, and continuing education. The relatively small standard deviation suggests a high level of consistency among TICs in valuing career growth and professional development. These findings reflect alignment with DepEd's structured career pathways and the Philippine Professional Standards for School Heads, which emphasize continuous leadership preparation and professional growth (DepEd Tagbilaran, 2022; NEAP Professional Development Framework | DepEd, n.d.). Overall, the results indicate that TICs in Region XII are highly motivated to advance their careers while continuously developing their competencies, highlighting the importance of sustained professional support, mentorship, and succession planning in strengthening leadership development.

Research Question 3: What is the level of administrative effectiveness of TICs, as assessed by themselves and as perceived by teachers?

Table 11. Level of Administrative Effectiveness of Teacher-in-Charge in terms of Instructional Leadership

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs effectively prepare, complete, and submit required instructional documents (e.g., Supervisory Plans, AIP, Reports, School Report Card).	4.66	0.53	Very High	4.69	0.33	Very High
2. The TICs implement the Monthly Instructional Supervisory Plan consistently.	4.53	0.58	Very High	4.69	0.63	Very High
3. The TICs provide sufficient instructional materials/resources to teachers through MOOE funds to support learning outcomes.	4.85	0.40	Very High	4.69	0.63	Very High
4. The TICs monitor and evaluate the quality of classroom instruction through observations and feedback.	4.75	0.46	Very High	4.69	0.60	Very High
5. The TICs mentor and coach teachers to improve their instructional practices.	4.74	0.47	Very High	4.69	0.64	Very High
Mean	4.71	0.40	Very High	4.70	0.54	Very High

Table 11 shows that TICs demonstrated a very high level of administrative effectiveness in instructional leadership, as rated by both TICs ($M=4.71$, $SD=0.40$) and teachers ($M=4.70$, $SD=0.54$), indicating consistent and effective performance in supporting teaching and learning. The highest rating was on providing instructional materials and resources ($M=4.85$), while the lowest was on implementing the monthly instructional supervisory plan ($M=4.53$). Generally, the findings suggest that TICs effectively supervise instruction, support teachers, and promote quality learning outcomes, consistent with studies emphasizing strong instructional leadership practices (Rodulfa, 2023).

Table 12. Level of Administrative Effectiveness of Teacher-in-Charge in terms of Learning Environment

Indicators	Teacher-In-Charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs ensure improvement or maintenance of school performance indicators (e.g., GWA, enrolment, completion, graduation, promotion rates).	4.82	0.39	Very High	4.70	0.52	Very High
2. The TICs take actions to reduce or maintain low levels of drop-out, retention, non-numerates, non-readers, and severely wasted learners.	4.85	0.36	Very High	4.70	0.56	Very High
3. The TICs maintain a safe, child-friendly, and inclusive school environment (including ICT facilities, DRRM, gender-sensitive facilities, and anti-drug programs).	4.82	0.39	Very High	4.70	0.48	Very High
4. The TICs maximize the use of instructional learning materials (LRMDS portal, offline/online resources, and library).	4.60	0.57	Very High	4.69	0.67	Very High
5. The TICs implement school programs and activities that promote positive discipline, values formation, and learner well-being.	4.84	0.37	Very High	4.70	0.54	Very High
Mean	4.79	0.32	Very High	4.70	0.49	Very High

Table 12 shows that TICs demonstrated a very high level of administrative effectiveness in the learning environment, as perceived by both TICs ($M=4.79$, $SD=0.32$) and teachers ($M=4.70$, $SD=0.49$), indicating consistent efforts in maintaining safe, inclusive, and well-structured schools. The highest ratings were on reducing dropouts and promoting positive discipline and well-being ($M \approx 4.84-4.85$), while the lowest was on maximizing instructional materials ($M=4.60$), suggesting a need to further strengthen resource utilization. Teachers' ratings aligned closely with TICs, validating their effectiveness in fostering supportive learning conditions. In summary, the findings show that TICs effectively promote a positive

learning environment that supports student engagement and teacher performance, consistent with effective school leadership principles (Alanoglu, 2023; Olayvar & Nuqui, 2020).

Table 13. Level of Administrative Effectiveness of Teacher-in-Charge in terms of Human Resource Management and Development

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs assess teachers' training needs using E-SAT results.	4.70	0.52	Very High	4.71	0.60	Very High
2. The TICs facilitate school-based INSETs and Learning Action Cell (LAC) sessions.	4.81	0.40	Very High	4.71	0.56	Very High
3. The TICs provide opportunities for teachers' professional and personal development.	4.85	0.40	Very High	4.72	0.58	Very High
4. The TICs recognize and recommend teachers for awards, recognition, and career advancement opportunities.	4.88	0.33	Very High	4.72	0.58	Very High
5. The TICs monitor and provide feedback on teachers' performance through classroom observations and RPMS tools.	4.82	0.39	Very High	4.72	0.60	Very High
Mean	4.81	0.33	Very High	4.73	0.53	Very High

Table 13 shows that TICs demonstrated a very high level of administrative effectiveness in human resource management and development, as rated by both TICs ($M=4.81$, $SD=0.33$) and teachers ($M=4.73$, $SD=0.53$), indicating consistent support for teacher growth and performance. The highest ratings were on recognizing and recommending teachers for awards and advancement ($M=4.88$) and providing professional development opportunities ($M=4.85$), while the lowest was on using E-SAT results for training needs assessment ($M=4.70$). Teachers' ratings closely aligned with TICs, validating their HRMD practices. Taken as a whole, the findings suggest that TICs effectively promote teacher development, motivation, and collaboration, consistent with studies highlighting the importance of strategic HRMD in improving instructional quality and school performance (Kareem & Hussein, 2019; Fulgencio et al., 2023).

Table 14. Level of Administrative Effectiveness of Teacher-in-Charge in terms of Parents' Involvement and Community Partnerships

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs establish partnerships with stakeholders for school programs (e.g., Brigada Eskwela, Feeding Program, Family Day, etc.).	4.89	0.31	Very High	4.73	0.53	Very High
2. The TICs strengthen communication systems to inform stakeholders about school accomplishments, concerns, and issues (e.g., SIP/AIP prep, SOSA, MEPA, PTA meetings).	4.85	0.36	Very High	4.73	0.60	Very High
3. The TICs recognize and promote the welfare and contributions of parents and community stakeholders.	4.86	0.38	Very High	4.73	0.58	Very High
4. The TICs engage parents in decision-making processes that affect learner achievement and school programs.	4.85	0.40	Very High	4.73	0.58	Very High
5. The TICs mobilize external resources and donations from stakeholders to support school initiatives.	4.78	0.51	Very High	4.73	0.56	Very High
Mean	4.85	0.31	Very High	4.74	0.52	Very High

Table 14 shows that TICs demonstrated a very high level of administrative effectiveness in parents' involvement and community partnerships, as rated by both TICs ($M=4.85$, $SD=0.31$) and teachers ($M=4.74$, $SD=0.52$), indicating strong collaboration with stakeholders. The highest rating was on establishing partnerships for school programs ($M=4.89$), while the lowest was on mobilizing external resources and donations ($M=4.78$), though still very high. Teachers' ratings closely aligned with TICs, validating their effectiveness in fostering communication, participation, and shared decision-making. In general, the findings suggest that TICs actively strengthen school-community linkages that support learner development and school improvement, consistent with studies emphasizing the value of stakeholder engagement in enhancing educational outcomes (Barger, 2019; Flores, 2022).

Table 15. Level of Administrative Effectiveness of Teacher-in-Charge in terms of School Leadership and Management Operations

Indicators	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. The TICs lead the implementation reviews of SIP/AIP.	4.92	0.28	Very High	4.74	0.57	Very High
2. The TICs use school MOOE judiciously to satisfy obligations and address priorities.	4.93	0.25	Very High	4.74	0.60	Very High
3. The TICs update relevant school documents to increase or maintain SBM practice levels.	4.88	0.33	Very High	4.74	0.52	Very High
4. The TICs ensure timely submission of school reports to higher authorities.	4.78	0.42	Very High	4.74	0.50	Very High
5. The TICs establish effective school policies and management systems to sustain efficiency in operations.	4.85	0.36	Very High	4.74	0.51	Very High
Mean	4.87	0.33	Very High	4.72	0.49	Very High

Table 15 shows that TICs demonstrated a very high level of administrative effectiveness in school leadership and management operations, as rated by both TICs ($M=4.87$, $SD=0.33$) and teachers ($M=4.72$, $SD=0.49$), indicating strong performance in planning, organizing, and managing school systems. The highest ratings were on leading SIP/AIP implementation reviews and judicious use of MOOE funds ($M \approx 4.92-4.93$), while the lowest was on ensuring timely submission of reports ($M=4.78$), though still very high. Teachers' ratings closely aligned with TICs, confirming the visibility and effectiveness of their leadership practices. Overall, the findings suggest that TICs provide strong and strategic school leadership that supports efficient operations, resource management, and policy implementation, consistent with studies emphasizing effective school management and organizational performance (Madis, 2024).

Table 16. Level of Administrative Effectiveness of the Teacher-In-Charge

Dimensions	Teacher-in-charge			Teachers		
	M	SD	Verbal Description	M	SD	Verbal Description
1. Instructional Leadership	4.71	0.40	Very High	4.70	0.54	Very High
2. Learning Environment	4.79	0.32	Very High	4.70	0.49	Very High
3. Human Resources Management and Development	4.81	0.33	Very High	4.73	0.53	Very High
4. Parents' Involvement and Community Partnerships	4.85	0.31	Very High	4.74	0.52	Very High
5. School Leadership and Management Operations	4.87	0.33	Very High	4.72	0.49	Very High
Grand Mean	4.80	0.28	Very High	4.69	0.48	Very High

Table 16 shows that TICs demonstrated a very high level of overall administrative effectiveness, as rated by both TICs (Grand Mean= 4.80 , $SD=0.28$) and teachers (Grand Mean= 4.69 , $SD=0.48$), indicating strong and consistent performance across all school leadership functions. Among the dimensions, school leadership and management operations received the highest rating ($M=4.87$), while instructional leadership was the lowest ($M=4.71$), though still very high. Teachers' ratings closely aligned with TICs, confirming the visibility and consistency of their leadership practices. Generally, the findings suggest that TICs effectively balance key administrative functions such as instruction, resource management, human resource development, and stakeholder engagement, supporting school stability and improvement even in resource-constrained settings (Otamiri, 2021).

Research Question 4: Is there a significant relationship between the management competence of TICs and their administrative effectiveness?

Table 17. Testing of Significant Relationship on Management Competence and Administrative Effectiveness among Teachers-In-Charge

		Management Competence	Administrative Effectiveness
Management Competence	Spearman's rho	---	---
	p-value	0.820	---
Administrative Effectiveness	Spearman's rho	---	---
	df	344	---
	p-value	<.001	---

$\alpha = .05$ level of significance

Table 17 shows a significantly positive relationship between management competence and administrative effectiveness among TICs ($r=0.820$, $p<.001$), leading to the rejection of the null hypothesis. This indicates that higher management competence is associated with higher administrative effectiveness. TICs with stronger skills in planning, organizing, leading, decision-making, and resource management are more effective in implementing school programs and achieving goals. The finding supports Boyatzis' Competency-Based Theory and the Philippine Professional Standards for School Heads, which emphasize that leadership competencies directly influence performance outcomes (Boyatzis, 1982 as cited in Davison, 2021; DepEd, 2020; Llego, 2019), as well as related studies on managerial competence and leadership effectiveness (Mallari, 2022).

Research Question 5: Is there a significant relationship between the career aspirations of TICs and their administrative effectiveness?

Table 18. Testing the Significant Relationship on Career Aspirations and Administrative Effectiveness among Teachers-in-Charge

		Career Aspirations	Administrative Effectiveness
Career Aspirations	Spearman's rho	---	
	p-value	---	
Administrative Effectiveness	Spearman's rho	0.644	
	df	71	---
	p-value	<.001	---

$\alpha = .05$ level of significance

Table 18 shows a significant moderate positive relationship between career aspirations and administrative effectiveness among TICs ($r=0.644$, $p<.001$), leading to the rejection of the null hypothesis. This indicates that higher career aspirations are associated with better administrative effectiveness. TICs with stronger leadership goals, professional advancement, and continuing education aspirations tend to demonstrate greater initiative and commitment in managing school operations. The result supports Social Cognitive Career Theory (Lent et al., 1994) and related motivational theories, which explain that goals, self-efficacy, and expected outcomes influence performance (Herzberg; Vroom; Maslow). It also aligns with studies noting that TICs view their roles as pathways to leadership growth (Solidarios, 2025; Fornolles & Opeña, 2024). Overall, career aspirations serve as a meaningful motivational factor that enhances TICs' administrative effectiveness.

Research Question 6: Is there a significant difference between the management competence of TICs as assessed by themselves and as perceived by teachers?

Table 19. Independent Samples Mann-Whitney U Test on Management Competence by Teacher-In-Charge Self-Assessment and Teachers' Perception

Respondents	<i>n</i>	<i>M</i>	<i>SD</i>	<i>U</i>	<i>p</i>	<i>r_{rb}</i>
Teachers	273	4.69	0.46	9273	0.354	0.069
TICs	73	4.83	0.22			

$\alpha = .05$ level of significance

Table 19 shows no significant difference between TICs' self-assessment and teachers' perceptions of management competence ($U=9273$, $p=0.354$), leading to the acceptance of the null hypothesis. Although TICs rated themselves slightly higher ($M=4.83$) than teachers ($M=4.69$), the difference is minimal with a negligible effect size ($r_{rb}=0.069$). This indicates that both groups share similar perceptions of TICs' competence in planning, organizing, leading, and managing school operations. The alignment suggests transparency and self-awareness in TICs' leadership practices and reflects trust between TICs and teachers. This finding supports the Multi-Source Feedback Theory (Atwater & Yammarino, 1992) and aligns with DepEd standards under the PPSSH, indicating that TICs' competencies are consistently recognized despite role challenges (DepEd Order No. 42, s. 2007; DepEd Order No. 24, s. 2020; Fornolles & Opeña, 2024).

Research Question 7: Is there a significant difference between the administrative effectiveness of TICs as assessed by themselves and as perceived by teachers?

Table 20. Independent Samples Mann-Whitney U Test on Administrative Effectiveness by Teacher-In-Charge Self-Assessment and Teachers' Perception

Respondents	<i>n</i>	<i>M</i>	<i>SD</i>	<i>U</i>	<i>p</i>	<i>r_{rb}</i>
Teachers	273	4.69	0.48	9588	0.613	0.0378
TICs	73	4.80	0.28			

$\alpha = .05$ level of significance

Table 20 shows no significant difference between TICs' self-assessment and teachers' perceptions of administrative effectiveness ($U=9588$, $p=0.613$), leading to the acceptance of the null hypothesis. Although TICs rated themselves slightly higher ($M=4.80$) than teachers ($M=4.69$), the difference is minimal and practically negligible ($r_{rb}=0.0378$). This indicates that both groups share similar perceptions of TICs' administrative performance. The alignment suggests that TICs have an accurate self-perception of their leadership and that their actions in planning, organizing, decision-making, and supervision are observable and recognized by teachers. This consistency supports the Multi-Source Feedback Theory (Atwater & Yammarino, 1992) and aligns with the Philippine Professional Standards for School Heads, indicating that TICs meet expected leadership competencies despite role-related challenges (DepEd Order No. 24, s. 2020; Fornolles & Opeña, 2024; Malvar & Pascual, 2024).

Ethical Considerations

This study adhered to strict ethical standards involving TICs and teachers in selected divisions of Region XII. Formal approvals were secured, and informed consent was obtained, ensuring voluntary participation with no administrative consequences. Respondents' identities and school affiliations were kept confidential, with data coded and reported in aggregate form to ensure anonymity. The study posed minimal risk, and participants were assured that responses would not affect employment, evaluation, or promotion. Participants were fairly selected based on set inclusion criteria across the four divisions. Scientific integrity was maintained through accurate data collection, honest reporting, and proper citation of sources, with no data fabrication or manipulation. All data were securely stored and will be properly disposed of after the retention period, while data collection schedules were arranged to avoid disruption of school duties.

Conclusion

This study concludes that Teachers-in-Charge (TICs) in Region XII demonstrate a very high level of management competence across key areas of school leadership, including strategic leadership, operations, teaching and learning, professional development, and stakeholder relations, with self-assessments closely aligned with teachers' perceptions. TICs also exhibit strong career aspirations focused on leadership development, professional advancement, and continuing education, which serve as motivating factors that enhance their engagement and performance in school management. In terms of administrative effectiveness, TICs consistently show very high performance in leadership, operational management, and community engagement, indicating their capacity to function effectively as de facto school leaders despite holding teaching positions. The study further reveals a strong positive relationship between management competence and administrative effectiveness, and a moderate positive relationship between career aspirations and administrative effectiveness, suggesting that both skills and motivation contribute to stronger leadership performance. Overall, TICs in Region XII are highly competent and effective school leaders, and the consistency between their self-evaluations and teachers' assessments reinforces the credibility of their roles in sustaining effective school management and supporting institutional goals.

Recommendations

Based on the findings and conclusions of this study, it is recommended that the Department of Education (DepEd) Regional Office XII and Schools Division Offices (SDOs) provide targeted training programs for Teacher-in-Charge (TICs) focusing on strategic leadership, instructional supervision, resource management, and relationship building to further enhance their very high management competence. NEAP and SDOs are also encouraged to strengthen leadership development pathways through graduate studies, seminars, and professional learning opportunities to support TICs' strong career aspirations and prepare them for future leadership roles. In addition, SDOs should ensure access to adequate instructional resources, leadership tools, and collaborative support to sustain TICs' very high administrative effectiveness. Mentorship programs are likewise recommended to further develop TICs' decision-making, planning, and team management skills. DepEd is also encouraged to institutionalize regular multi-source feedback and continuous professional development to further strengthen leadership practice. Finally, future researchers may explore the long-term impact of leadership training and career development on TICs' performance and school outcomes.

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