

Experiences of teachers in managing dual roles: As a school head and class adviser

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Abstract

The purpose of this study was to describe the experiences of teachers in managing dual roles – as an administrator and class adviser. This study utilized a qualitative research method, particularly a case study design using Merriam's Approach. Twelve participants were teachers from the Zamboanga Sibugay division, designated as school heads and class advisers in their schools. Interviews were done to gather information and analyze their responses using Merriam by developing one theme to answer the objectives. The findings result in three themes: descriptions of school heads to their performance, struggles of school heads in performing dual roles, and coping strategies employed by the school heads to perform their dual roles. They found their dual role fulfilling and challenging and managed their struggles by applying different coping strategies. The efforts they rendered toward their dual roles were remarkable and their dual roles performance was recognized and appreciated. Thus, teachers in rural areas who served also as school administrators need to manage their time in doing their huge responsibilities.

Keywords

Class advisers, dual roles, experiences, teachers, school heads.

INTRODUCTION

According to a study, there were many schools in rural areas in the Philippines [1]–[3]. Thus, attached within the framework of the principle "bringing the school closer to the pupils," it was decided to establish barangay schools with the provision of the DepEd Order No. 40, series of 2014. It was highlighted that every barangay should have at least one elementary school and at least one high school for every municipality or city.

Section 6.1 of Implementing Rules and Regulations (IRR) of Republic Act No. 9155 stated that there should be a school head for all

public elementary and public high schools or a cluster thereof. The establishment of integrated schools from existing public elementary and public high schools shall be encouraged, subject to the guidelines issued by the Secretary of Education. Republic Act No. 9155 defines the school head as responsible for the administrative and instructional supervision of the school or cluster of schools.

Since there were additional schools in barangays mostly located in remote areas, there was the possibility of a shortage of school principals. This means that every barangay's



newly established elementary schools need a new school head. It was stated on the basic policies of DepEd Order No. 42, series of 2007, that the Division Superintendent shall designate Teachers-In-Charge in schools without principal items. This Teachers-In-Charge shall stand as the school head of the school. To become a Teacher-In-Charge, one must have at least three (3) years of teaching and undergo a screening process to be conducted by the Division Office as stated in D.O. No. 42, s.2007.

A school head is an individual who is in charge of managing a school's administrative and academic supervision [4], [5]. The success or failure of a school depends on the leadership of a school head, as they are responsible for the educational development, welfare, and academic growth and performance of the entire institution [6].

On the other hand, a classroom adviser is a person who manages the learners' attributes under his or her advisory class, looks over the classroom's physical environment, monitors the overall class activities, and makes various decision-making for the good of the class [7], [8]. As the primary teacher in the class, the role of the adviser is to develop care with the students and develop a child's character. It is designated to deal with and resolve conflicts in the classroom environment [9].

The newly created barangay schools were small schools in which most teaching staff were multigrade teachers, or otherwise, they needed more teachers, which resulted in the teacher-in-charge acting as school head having no choice but to handle an advisory class to accommodate the school's needs. Dual roles happen when an individual acts in two roles at the same time. These teachers now undergo dual roles since they act as school heads and, at the same time, class advisers.

The functions of a school head needed to be clearly defined [10], and their roles became complex [11]. When the duties and roles are clearly defined to an individual, their attitude toward their work will be efficient, resulting in effective performance [5], [12]. Dual role conflict happens when an individual acts in many roles at once, and those roles have conflicting expectations and differences. The challenges faced by these school heads who were also teaching school heads need to be better recognized [13], and coping strategies must be implemented to address their situations [14].

The literature focuses on the different tasks of administrators. Most of the studies also described the roles of teachers in instruction as well as being class advisers. However, there is no pragmatic research on how these particular teachers manage themselves to look over the corners of the school as they were designated as school heads and, at the same time, to be hands-on with the growth and development of their advisory class in some public schools in Zamboanga Sibugay. The researchers aim to discover the experiences of these school heads, the strategies they apply to cope with their roles, and their performance in doing their dual roles.

Research questions

This study sought to answer the central question how do teachers describe their experiences in handling dual roles in their school. In line with this aim, answers to the following questions will be sought in this research: (1) How do they describe their performance as school heads and as class advisers?; (2) What are the struggles of these teachers as they act as class advisers and school heads?; (3) What coping strategies did they employ to perform their dual roles and meet the expectations of their dual responsibilities?

Theoretical lens

The provide a solid framework for this study, the researcher anchored it on the Functional Theory of Attitudes by Katz [15] that attitudes held by an individual to perform depending on their psychological purpose. The functionalist theory gives a frame on how the attitude of an individual acts towards their performance to achieve one's basic goals. There are four major functions that attitudes perform according to their motivational basis and these are utilitarian, ego-defensive, value expressive, and knowledge function. The attitudes of these teachers towards their dual roles depend on the impact of their work on themselves. The Functionalist Theory of Attitudes supports this study since the performance of these teachers depends on the attitude they act towards their function. This theory also provides psychodynamic mechanisms that promote an attitude of self-esteem in teachers to help them cope with the struggles they encounter along the way.

Significance of the study

The findings of this study will help those teachers designated as teacher-in-charge or school head

and class adviser in their school to share their experiences and struggles in handling dual roles, and people in higher positions of the Department of Education will develop an action plan to resolve the struggles of these teachers. This would also provide the subordinates of the school like teachers, parents, and pupils a clarification and understanding of the dual roles of the school head.

RESEARCH METHOD

This study used a qualitative method, particularly a case study, to explore the experiences of these school heads with dual roles, which are already rare cases nowadays. Merriam [16] defined the characteristic of a case study as study research which was a delimitation of the case. Researchers used case studies to understand what was happening within and across the recent case and recognized the difficulties and relationships [17].

A case study was chosen because the teachers who were designated with dual roles a school head and a class adviser were now rare in this recent time. Interview questions were asked based on the school head/teacher's perceptions of his dual roles, field experiences, and challenges. Interviews gave participants the opportunity to clarify information, expand on concepts, and explain their viewpoints and the interviewer can utilize questions to guide or alter interviewees' answers [18].

Research environment

The study was conducted in some districts of the Division of Zamboanga Sibugay, Philippines. The chosen schools were those schools that were headed by a teacher who had dual roles; designated as school head and also handling an advisory class of a grade level. Moreover, the schools identified in this study were usually located in remote areas. In addition, these schools were classified as small schools.

Research participants

The participants of this study were 12 teachers (8 males and 4 females), who have two designations in their school— as a school head and as a class adviser. They were teachers designated as teacher-in-charge and also handling a particular grade level. These were teachers who had experienced with dual roles from the previous school year or until the present. The teachers who had experienced dual roles from the previous

school year until the present. These teachers shared their experiences regarding their performance of their roles and responsibilities, the struggles they encountered as they performed dual roles, and the coping strategies they employed to meet the expectations of their dual responsibilities.

Research instrument

To collect data for the study, the researchers as the primary research instrument using Interview Guide Questions (IGQ) and fieldnotes. The questions were validated by experts to ensure that the questions were aligned with the research study. The instrument focused on the experiences, performance, challenges, and strategies employed by the school heads toward their dual roles.

The researchers used a voice recorder during the interview which helped them review the process and became easier for her to provide an accurate, detailed account of the interview process and capture important points without having to jot everything down. In addition, the researchers also used field notes to document necessary information. The descriptive field notes helped the researchers in writing personal observations with regard to the school surroundings and expressions of the research participants aside from the interview. The answers solicited or responses gathered from the participants were subjected to analysis and interpretation.

Data gathering procedure

The researchers conducted interviews individually in a face-to-face manner. The researchers considered the confidentiality of the participants. Before the actual gathering of data, the researchers handed draft questions that served as guides during the interview. The interviewee asked open-ended questions to allow the participants to freely share their experiences and challenges regarding their dual roles. Lastly, the researchers asked the participants for their convenient time and place to conduct the interview individually. The researchers asked for other key informants like teachers, active parents, and pupils as part of the data triangulation of the study.

Data analysis

The researchers summed up all the information after gathering all the necessary data from the

interview, data triangulation, and field notes. The data was analyzed using the Merriam technique [19]. This method allowed the researchers to develop categories out of the data set. The result was analyzed by the researchers, building one category that responds to the objectives of the study.

Ethical considerations

Ethical considerations were critical throughout the research study. Its goal was to balance the potential risk of the participants and the researcher. The following were some ethical considerations ensured to the participants.

Informed consent, those participating participants were informed and agreed to their involvement upon receiving of the communication. Their approval with the consent made clear to them the purpose and benefits of the study.

Confidentiality, this would ensure that the participant's responses to the study would remain confidential. Whatever positive or negative responses were collected would be secured and remained unknown.

Voluntary Participation, this would provide freedom to participants if they want to be involved or not in the research study, even if they were qualified to the categories given. Their participation should be according to their willingness and without being paid for their involvement.

RESULT AND DISCUSSION

This dual role of the teachers made their responsibilities more challenging for them to perform well, and they encountered struggles and problems that hindered their effectiveness at work; however, they employed coping strategies to meet the expectations of their dual responsibilities.

The three specific categories were identified which were descriptions of school heads to their performance, struggles of school heads in performing dual roles, and coping strategies employed by the school heads to perform their dual roles.

Descriptions of school heads to their performance

In this phase, the participants described their performance in dual roles. Their description of their performance with dual roles proved how

they conquered or not the designation entitled to them. Three categories emerged from their responses about how they describe their dual roles; as a school head and class adviser: (1) Fulfilling performance results amidst difficulties, (2) Inconsistent in meeting dual responsibilities, and (3) Satisfactory school performance.

Pleasure of performance results amidst difficulties

The school head has the greatest responsibility for the management of a school. They need to provide leadership, guidance, and organization within the school. They need to make the most of everything, from the academic development of the school to improving its physical features and consideration of community involvement. The participants revealed.

"I am happy with my performance but sometimes I am tired especially when there are lot of paperwork. I am happy on both sides with my duties because, at the same time, I help the entire school and also, help my pupils. I have two accomplishments." (P1)
"As a school head, you take the entire responsibility of the entire school, managing the school, managing the resources, trying to uplift your teachers, please all the stakeholders, solve all those problems in school, but you need to overcome and take into consideration that everything has a solution. I am content with my performance because teaching is life. Giving them information and things to learn is a fulfilling and noble intention on my part." (P2)

"I am very pressured with time, my work as an adviser and as a school head. Yet, I am still happy because I could see that there are achievements." (P5)

The school heads were responsible for the entire institution's educational development, welfare, academic growth, and performance [6]. The efforts of a school head to achieve the educational targets will make sense if they put ample quality control in managing the school [20]. On the other hand, a classroom adviser is a person who manages the learners' attributes under his or her advisory class, looks over the classroom's physical environment, monitors the overall class activities, and makes various decision-making for the good of the class [7], [8].

The functionalist theory of Katz [15] proved that the attitude of an individual acts towards their performance depends on one's basic goals to achieve.

Thus, this proved that the achievements done by the school head like improving the school's physical features, building good relationships with the teachers, pupils, and stakeholders, and giving quality education, were a pleasure reward for them and had a good impact in the school community that if there might be negligence they have shown with their duties, it is what they impart that will remain grateful in the eyes of the subordinates. The self-fulfillment brought eagerness to school heads to show love and passion for their work and that urged them to perform better in their dual roles.

Difficulty in meeting dual responsibilities

The school head found difficulty in performing their dual roles when there was lots of compliance with paperwork. They cannot sometimes conduct class sessions with their advisory class due to urgent submissions of reports from the school head and other paperwork. The participants disclosed.

"I felt difficult. It is really difficult. It was more difficult when I was assigned as classroom adviser and at the same time as the school head because you need to consider your class and to consider also the entire school. I really suffered in my first three months yet now I have adjusted already." (P4)

"I feel exhausted sometimes for the consistent submission of reports particularly with this online completion of links. And, worried because sometimes when called for a conference and leaving the pupils behind. But above all, I feel challenged with all these responsibilities." (P6)

"I feel tired because of catching up on lots of reports as a school head and the reports as a class adviser. I rather choose to be just in the classroom." (P7)

"So far, it is good having a dual role if there is no urgent submission of reports. It was difficult to comply with the urgent paperwork and accommodate the learners at once because the kindergarten needs full guidance and attention." (P11)

The role of the adviser is to develop care with the students, develop the character of a child and is designated to deal with and resolve conflicts in the classroom environment [9]. Furthermore, according to DepEd Memorandum DM-OUCI-2021-346 s.2021, the class adviser is referred to as a facilitator in a classroom. On the other hand, the role of a school head was challenging as its responsibility covered the entire school premises. The functions of a school head needed to be clearly defined [10], and their roles became complex [11].

In this category, the participants' performance was insufficient because there were times when their other role was left behind. They found it difficult to manage their schedule when they were exhausted with paperwork or urgently called for conferences which led to the failure to teach their advisory class. However, even with their lapses sometimes, they still provoke the attitude of being ego-defensive of Katz [15] functional theory. The school heads tried to manage everything with their dual roles because appointing them with the designation proved that the people believe with their capacity that no matter the difficulties they will encounter with their roles, they still find ways to defend themselves in time they fail to perform their dual roles.

Satisfactory school performance

This category highlights the performance of the school based on how the school had handled it. With the help of the School-Based Management (SBM) tool which was annually done, participants revealed.

"Our school is performing based on the level of our SBM, we are better. My teachers perform even in the division level. I like our tandem because we have teamwork." (P2)

"Based on monitoring of the SBM, which is our basis of school performance, with these strategies employed, our school performance was rated as better." (P3)

"The performance of the school was within the standard compliance and progressing to the SBM tool." (P8)

"The performance of our pupils when they transfer to other because we are just a primary school was good. They were competitive and became honor pupils. Actually, last SBM monitoring, our school

was rated better even though we are already located in remote areas.” (P12)

In this category, the school heads' performance was proven satisfactory even when they were dealing with their dual roles. The attitude of the school heads in this category relates to the functionalist theory of Katz [15] which framed how the attitude of an individual acts towards their performance to achieve one's basic goals. This proved that these school heads could manage themselves with their dual responsibilities. The attitude of leadership and management they have shown in the school was exemplary since they have shown satisfactory performance.

Overall, these categories highlighted how the school heads had performed their duties with the dual role. Amidst the difficulties, they still conquered to improve the quality of learning for their pupils, collaborated with their teachers at all times, and built a good relationship with the barangay community so that the stakeholders of the school would help in attaining the goals for a better learning environment. Through the efforts of everyone in the school community, the school heads had satisfactorily carried out the school it handled.

Struggles of school heads in performing dual roles

For categories were revealed in school heads' struggles in performing dual roles these include: (1) Time conflict due to urgent paperwork and conferences, (2) Abrupt absences of teachers, (3) Struggling and starving pupils, and (4) Lack of follow-up of the parents.

Time conflict due to urgent paperwork and conferences

Time conflict happens when only one person does two different activities at a time. These school heads revealed that time was their biggest battle in having this dual role. The participants disclosed.

“The common problem I encounter as a school head and as an adviser is the time. There was plenty of paperwork, and then we will still face children who are mostly behind with the lesson due also that we failed to meet because of urgent meetings.” (P1)

“The greatest problem I have is during teaching time, and there would be a sudden

call for a meeting. Especially since the location of the institution is in remote areas, communication is hard. Sometimes, I fail to attend meetings or else when we are called urgently, I cannot prepare any more seatwork activities for my pupils while I am out in the school.” (P3)

“I struggle the most with the time. For example, if I have urgent reports to be submitted, then how about my pupils who will be left behind? I feel this struggle with my situation but not all of the time. Glad to know that the kinder teacher will allow my pupils to fuse with her pupils in the class.” (P4)

“The big problems are those reports to be submitted urgently, and there is no internet signal at the school station. I need to go downtown so that I can submit the reports and the sad part is my pupils will be left in the school with seatwork and I cannot supervise them.” (P7)

The results revealed that when school heads are not engaged more in emergency meetings or urgent reports, they can smoothly meet the expectations of having dual roles. Poor communication in the school in informing the subordinates about time schedules, thus, this will result in conflicts [21], [22]. Therefore, being in dual-task situations may lead to poor performance if time conflicts happen [23]. A well-balanced schedule will make the performance of school heads excellent as they can accommodate all the concerns and duties of their responsibilities.

Abrupt absences of teachers

Being absent from work or school affects individual performance and, at the same time, the entire school's performance. School heads struggled a lot when teachers because the learners' progression was affected, and other school duties were left behind. The participants disclosed.

“My problem with the teachers is their personal reasons in asking for leave because of family problems. Sometimes, they are late in going to school or asking for an early out. I am the one who will adjust their situation so that they won't feel down.” (P5)

“With the teachers, there are instances that teachers will leave for a day for personal reasons. I will adjust as a school head since

teachers need to be present in school. I need to look for another who can look over to the pupils of the absent teacher.” (P6)

“The common problem is those teachers who are financially hard because they ask to leave to apply for a loan. When they left, I found whom to accommodate first, either my class or my duties as school head that I need to look over the problems of the entire school”. (P12)

Absences have become a phenomenon nowadays and are a struggle for school heads, especially the teachers because teachers are the role models in school. In addition, according to the American Federation of Teachers, absenteeism leads to poor academic performance. The knowledge function attitude of the Functional Theory of Katz [15] would prove the attitude of the school head towards this struggling situation. The school head cannot just simply outburst in the situation since it is within their knowledge that the scenario was part of their obligation in as head of the school.

This category highlights that the abrupt absence of teaching staff is a problem for the school head because it is an additional burden to consider and the head cannot dismiss pupils without a valid reason. This proves that when the teacher is prone to absences, the pupils' performance will be deprived as they will be dismissed because no one will teach them. This struggle of the school heads would also impact the school's performance.

Struggling and starving learners

This category highlights that it is a struggle for the school head to teach his advisory class properly because the pupils cannot concentrate on learning since they lack feeding from their homes. The participants disclosed.

“The biggest problem that I could see unto the children is the poverty. Why, because when you see that the children are hungry, you cannot force them to learn. When they leave their homes and arrive at school without eating, they will not learn because they are starving. This adds additional burden to me because I need to remediate them to improve learning and my administrative duties will be sacrificed.” (P1)
“Some of them are struggling learners, they need more attention through remediation but because of dual roles, sometimes it is hard to

find time to remediate them. Pupils also find it hard to retain what they learned because most of them go to school with a hungry stomach.” (P11)

“My problem with my pupils is that they are behind with the lessons and they find it hard to learn because of hunger. I am worried whenever I am not around in school because I cannot monitor their progress.” (P12)

In a classroom, students are expected to become more successful, responsible, and task-oriented [24], and the adviser is expected to guide the students to obtain these. A child without proper nutrition cannot concentrate on learning the lesson because they lack the energy needed to participate in school activities. Poor nutrition results in decreased energy levels and an increased risk of memory problems, leading to poor retention.

This category highlights the struggle of the school heads towards their advisory class. It was proven that when a learner's stomach is empty in attending classes, they cannot learn and perform well in the class. It also burdens the school heads because they must extend remediation to these children to promote and maintain a quality of learning.

Lack of follow-up and involvement of the parents

This category highlights the lapses of parents in involvement with their child's progress, which is very important in the learner's learning development. The participant stated.

“The only problem is that they do not follow up their children at home.” (P2)

“So far, they don't have any bad feedback to the school, but what I observe is that when I call them for a meeting, they cannot have perfect attendance because they are also looking for an income for their basic needs.” (P3)

“There is no full support from the parents in terms of follow-ups with their children because most of them didn't finish their studies either.” (P8)

Support, as defined in the Longman dictionary, is to agree or approve with a person and usually help them because you want them to succeed. The IRR of RA 9155 Section 1.2 stipulated that parents and the community should be encouraged for active involvement in the

child's education. This mandates that school authorities and parents cooperate in the education service delivery for Filipino youth. In addition, DepEd Order No. 54, s.2009 stated that the Parents-Teachers Association (PTA) must be organized to ensure parents' full cooperation in school program implementation.

The lack of support of parents with the studies of their children has a significant impact on their academic performance. Most parents do not follow up with their children on what they have learned during the day. It was a problem for school heads because learning retention would be gone because they needed follow-up at home.

Overall, these categories highlight the obstacles faced by school heads in achieving dual responsibilities. Doing two responsibilities at once is unbearable because both areas need attention and focus on performing well. Furthermore, the challenges faced by these school heads who were also teaching school heads need to be better recognized, and such a heavy workload [13].

Coping strategies employed by the school heads to perform their dual roles

School heads apply different strategies to cope with their struggles in performing dual roles. The strategies include: (1) giving alternative activities, (2) collaboration with the teachers and stakeholders, (3) making a time frame of work goals, and (4) engaging with continuing professional development activities for better performance.

Giving alternative activities

This strategy was used by school heads whenever they had conflict times of their dual responsibilities. They provide alternative activities for the pupils so they will still learn something whenever the school head is out of school or busy with administrative duties. Thus, this proved that the school heads could perform dual roles at a time; they could manage their work on time with applied appropriate attitude and strategies to attain one's goals as stated in the Functional Theory of Katz [15]. The participants revealed.

"Most of the time I am out, that is why I leave them something to do, but no one can replace the presence of a teacher and the interaction time with learners." (P9)

"I will settle my pupils first and give them activities so that I can do my reports while they are still doing the activities given." (P12)

Collaboration with the teachers and stakeholders

This category highlights the partnership of school heads to their teachers and stakeholders to achieve the expectations of their dual responsibilities. The participants revealed.

"Honestly, I cannot do all the work alone that is why I ask the teachers and distribute the work to all of us to meet the deadlines." (P2)

"One thing to cope with my work is tasking. For example, with my work, so that it will not be a burden to my side since I still have an advisory class, I divided the tasks with my teachers and did not do the tasks alone." (P4)

"I open up my administrative reports with my teachers because I know they could help in doing it. If only I could do it alone, securely, most of the time, I cannot meet the reports on time because I need also to accommodate my advisory class." (P5)

Collaboration is a technique wherein individuals in an organization work together to achieve a common goal. The practice of collaborative working in a school means asking for ideas and opinions from subordinates, exchanging knowledge, and gaining a better sense of work [25], [26]. This study revealed that when members of an organization help each other, they will efficiently finish a task within a given time frame.

Making a time frame of work goals

The school heads set a goal for their work according to a given time frame. The time frame gave them a clear vision, mission, goal, and aspiration in their respective schools. The participants disclosed.

"You need a passion for your work. Set a goal. You really need to have a goal with your work." (P1)

"Make a plan and have a time frame. All activities to be conducted for a week or month should have a time frame." (P3)

"I use my weekends to cope up and finish so that during I face my pupils, no paper works will interfere with the class hours." (P6)

Henry [27] stated that setting goals initiates a person's behavior to become motivated and be guided on the focus to sustain momentum. An individual who has a goal in his responsibility will meet its expected outcome. A time frame or schedule helps achieve goals according to their prospective outcomes.

Engaging with continuing professional development activities for better performance

This category highlights the description of school heads that in order for them to improve their performance, they must engage themselves with more Continuing Professional Development activities regarding school leadership and management. The participants revealed.

“Through training about leadership and school management, I could still improve my performance.” (P8)

“I guess I need to study further and to have more seminars and training about educational management and school operations.” (P7)

“I am up to incoming seminars to improve our skills and engaging myself to different works that will help me with my responsibilities.” (P6)

Wolpert-Gawron [28] stated that engaging oneself in seminars and training professional is essential to pursue the depth of learning. When an individual continuously engages in professional development activities, it will lead them to self-efficacy toward their responsibility [29]. Performing roles better needs practice at all times, and one must engage oneself in the recent strategies to meet the expectations of our roles. This verified that the main focus of functional theories was on the psychodynamic mechanisms of an individual in which their attitudes provide self-esteem that will help make techniques for coping with any intrapsychic conflict encounter.

In summary, the efforts of the school heads toward their dual roles were remarkable. Though they had lapses in their dual responsibilities, the pupils, teachers, and stakeholders still appreciated all the service rendered. The study results showed that a school head's role must be

identified clearly because they were given dual roles at once, giving them struggles and difficulties in performing well. If only one designation was given to them, they could perform the normative expectation of their role [30].

The study revealed that school heads from different districts of Zamboanga Sibugay with dual roles undergo complex responsibilities in their respective school. Despite having dual roles, the Functional Theory of Attitudes of Katz [15] proved that attitudes held by an individual to perform well depend on their psychological purpose. These school heads were still grateful even for having dual designations because it revealed that they also had dual accomplishments and had the opportunity to help others.

CONCLUSION

School heads designated with dual roles were considered extraordinary. Doing two different tasks at the same time was challenging, especially since these dual roles, both need full supervision and attention. The school head's attitude toward their dual roles would affect the performance of the entire school as they were responsible for the entire premises academically, physically, and all related work. Amidst the time conflict in performing dual roles, absences of teachers, struggling and starving pupils, and lack of involvement of parents, school heads did their best a satisfactory and pleasuring performance.

Regardless of these school heads' exceptional efforts and service, they encountered struggles as they performed dual roles, which affected their effectiveness and performance. Unfortunately, a portion of their difficulties was also the school's subordinates though not to generalize everyone. They applied giving alternative activities, collaboration, making a time frame of work goals, and engaging in continuing professional development to cope with their responsibilities to achieve the expectations of their dual responsibilities. Though these school heads had minimal failures with their dual responsibilities, the subordinates appreciated and recognized their efforts and sacrifices in all the service they rendered.

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