

Educational Stewardship of Teachers-In-Charge (TICS) as School Administrators in the Division of Batangas City: Basis for Capability Building Framework

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Abstract

This study investigated the educational stewardship performance of Teachers-in-Charge (TICs) within the educational landscape of the Division of Batangas City. The evaluation focused on critical dimensions, including TICs' educational qualifications, leadership proficiencies, problem-solving competencies, and their engagement with stakeholders. The primary aim of this research was first, to determine the extent to which TICs exhibit educational stewardship capabilities, and second, to assess the alignment of their stewardship with the Philippine Standards for School Heads, particularly under Domain 4. This domain encompasses various facets of leadership, including personal and professional development, professional reflection, networking, performance management, staff development, leadership enhancement for individuals and teams, human resource welfare, and mechanisms for recognition. The research design adopted was descriptive, employing a quantitative-descriptive approach. Data collection relied on a questionnaire, which comprised two parts. Part I seeks assessments from both school heads and TICs regarding the latter's capabilities as educational stewards. Part II delves into the extent to which TICs have fulfilled their stewardship roles in line with the expectations outlined in the standards. Findings offer insights into the performance of TICs in their roles as educational stewards, revealing a strong demonstration of excellence in TICs' personal and professional qualifications. Most significantly, the performance of TICs closely aligns with the criteria specified in the Philippine Standards for School Heads under Domain 4. This alignment underscores the competence and professionalism of TICs in their stewardship roles. In conclusion, this research provides valuable contributions to understanding the vital role of TICs as educational stewards within the Division of Batangas City. It emphasizes their competency and their adherence to established standards, particularly in the domains of personal and professional development. These findings offer potential pathways for further enhancing the leadership of TICs in the realm of school administration, ultimately benefiting the educational community in Batangas City.

Keywords: Educational Leadership, Educational Stewardship, Leadership Skills, Problem-solving, Stakeholder Engagement, Quantitative-Descriptive Research, Questionnaire Assessment, Batangas City, Philippines, Southeast Asia