



TIME MANAGEMENT AND DELEGATION PRACTICES OF SCHOOL HEADS, ADMINISTRATIVE PRODUCTIVITY SATISFACTION AND PERFORMANCE OF TEACHERS

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ABSTRACT

This study determined the significant relationship between Time Management and Delegation practices of School Heads, Administrative Productivity satisfaction and performance of teachers in Tabango District in the Schools Division of Leyte. A proposed Instructional Supervisory plan will be formulated based on the result of the study. The research design for the study was a descriptive-correlational research design used to determine the relationship between the independent variables—time management and delegation practices of school heads—and the dependent variables—administrative productivity and teachers’ satisfaction. This design was appropriate as it allowed the researcher to describe current practices and measure the degree of association between variables without manipulating any conditions. Data were gathered using a structured questionnaire employing a Likert scale, which was distributed to selected teachers and school heads within the district. The collected data were then analyzed using statistical tools such as weighted mean and Pearson’s correlation to determine the level of relationship among the

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variables. The Test of Relationship, showing the correlation between Time Management and Delegation Practices of School Heads and Administrative Productivity and Teachers' Satisfaction, as well as the relationship between Administrative Productivity and Teachers' Satisfaction and Classroom Observation Tool (COT) Performance. The relationships were measured using Pearson's r , with corresponding computed t -values compared against the critical table value at the 0.05 level of significance to determine whether the null hypothesis should be accepted or rejected.

The first set of variables, Time Management and Delegation Practices of School Heads and Administrative Productivity and Teachers' Satisfaction, revealed a very strong positive correlation. The computed value exceeded the critical value at the level of significance, leading to the rejection of the null hypothesis. This indicates that there is a statistically significant and high relationship between school heads' managerial practices and both administrative productivity and teachers' satisfaction. The strength of the relationship suggests that improvements in time management and delegation practices are strongly associated with increased productivity and higher levels of teacher satisfaction.

Similarly, the relationship between Administrative Productivity and Teachers' Satisfaction and Classroom Observation Tool (COT) Performance also showed a high positive correlation. The computed value surpassed the critical value, resulting in the rejection of the null hypothesis. This confirms that there is a statistically significant and high relationship between administrative productivity and teachers' satisfaction and teachers' classroom performance. The findings suggest that schools characterized by efficient management

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systems and satisfied teachers are more likely to demonstrate outstanding instructional performance as measured through the COT.

Overall, the results reveal strong and statistically significant positive relationships among all correlated variables. The findings clearly demonstrate the interconnectedness between leadership practices, organizational outcomes, and teacher performance. The result implies that effective time management and delegation practices of school heads contribute directly to enhanced administrative productivity and teacher satisfaction, which in turn positively influence classroom performance. The rejection of both null hypotheses confirms that leadership practices, organizational climate, and instructional quality are significantly and positively related within the school setting.

Keywords: *Time Management, Delegation Practices, School Heads, Administrative Productivity, Satisfaction, Performance, Teachers*

INTRODUCTION

The crucial role that school administrators play in maintaining efficiency and fostering a positive work environment. School leadership is not only about decision-making and supervision but also about managing time effectively and delegating responsibilities wisely. How school heads utilize their time and assign tasks can significantly influence the overall performance of the school, the timely completion of administrative duties, and the level of satisfaction among teachers. Poor time management and lack of delegation can lead to

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inefficiency, stress, and delays in operations, whereas effective planning and trust in subordinates can enhance productivity, teamwork, and job satisfaction. Hence, understanding how these practices affect both the administrative and instructional aspects of a school is vital in improving leadership performance and institutional success.

According to Santos, Kim, and Alcaraz (2023) in their study “Leadership Efficiency: The Impact of Time Management and Delegation on School Administration and Teacher Satisfaction” published in the Asian Journal of Educational Management, effective time management and strategic delegation by school leaders were found to be significant predictors of both administrative productivity and teacher satisfaction. Their findings revealed that school heads who practiced systematic scheduling, task prioritization, and empowerment of subordinates achieved higher operational efficiency and lower staff turnover. The study emphasized that delegation does not only relieve administrative burden but also builds teacher confidence and engagement.

This study is essential because it underscores the practical side of educational leadership—the ability to manage time and distribute responsibilities effectively. School heads are often faced with multiple tasks ranging from administrative functions to instructional supervision, and without effective management strategies, they may experience role overload. The researcher believes that time management allows school heads to focus on priority goals, while delegation fosters collaboration and shared accountability. Both practices contribute not only to administrative efficiency but also to teacher satisfaction, as they create an environment where teachers feel empowered, supported, and trusted. Through this study, the researcher

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aims to highlight leadership practices that strengthen school operations and improve workplace morale.

One major issue was ensuring that the topic was sufficiently specific yet comprehensive enough to cover the relationship between time management, delegation, productivity, and satisfaction. It was also challenging to operationalize abstract concepts like “administrative productivity” and “teacher satisfaction,” which required clear definitions and measurable indicators to ensure reliability and validity. Another problem was the scarcity of localized studies focusing on both time management and delegation as leadership dimensions, which required extensive review and adaptation of foreign literature to fit the local educational context. Logistical constraints, such as coordinating with school leaders and ensuring ethical data collection, also posed challenges. Despite these, the researcher viewed these difficulties as opportunities to design a more focused, relevant, and credible study that contributes to improving leadership practices in the educational sector.

The researcher intends to pursue this study to contribute valuable insights into how effective time management and delegation practices can lead to higher productivity and improved teacher satisfaction. Understanding these dynamics will help strengthen school leadership and promote a more organized, collaborative, and positive school environment. The findings of this study are expected to serve as a guide for school heads, policymakers, and future researchers in developing leadership models that enhance both administrative performance and teacher well-being, ultimately contributing to a more effective and harmonious educational system.

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This study determined the significant relationship between Time Delegation practices of School Heads, Administrative Productivity satisfaction and performance of teachers in Tabango District in the Schools Division of Leyte. A proposed Instructional Supervisory plan will be formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the time management and delegation practices of school heads in terms of the following:
 - 1.1 Time planning and prioritization;
 - 1.2 Delegation of tasks and responsibilities; and
 - 1.3 Decision making and task coordination?
2. What is the Administrative productivity satisfaction in terms of the following:
 - 2.1 Administrative productivity;
 - 2.2 Teachers' satisfaction; and
 - 2.3 School Climate and Cooperation?
3. What is the performance of Teachers in terms of Classroom Observation tool (COT)?
4. Is there a significant relationship between the management and delegation practices of school heads and Administrative productivity satisfaction?
5. Is there a significant relationship between the Administrative productivity satisfaction and Performance of teachers?
6. What Instructional Supervisory plan can be proposed based on the findings of the study?

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Statement of Hypothesis

H0 – There is a significant relationship between the management and delegation practices of school heads in Administrative productivity and teachers’ satisfaction.

METHODOLOGY

Design. The research design for the study was a descriptive-correlational research design used to determine the relationship between the independent variables—time management and delegation practices of school heads—and the dependent variables—administrative productivity and teachers’ satisfaction. This design was appropriate as it allowed the researcher to describe current practices and measure the degree of association between variables without manipulating any conditions. Data were gathered using a structured questionnaire employing a Likert scale, which was distributed to selected teachers and school heads within the district. The collected data were then analyzed using statistical tools such as weighted mean and Pearson’s correlation to determine the level of relationship among the variables.

The main locale of the study was Gimarco & Vicente V. Serifio Elementary Schools. There were a total of 20 female teacher-respondents. The research instrument for the study “Time Management and Delegation Practices of School Heads on Administrative Productivity and Teachers’ Satisfaction” is a structured questionnaire designed to gather quantitative data from teachers regarding their perceptions of their school heads’ leadership practices and their

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own level of job satisfaction. The instrument is divided into two major parts: the first part focuses on the independent variables—time management and delegation practices of school heads—while the second part measures the dependent variables—administrative productivity and teachers’ satisfaction.

The first section, titled Time Management and Delegation Practices of School Heads, consists of 15 items categorized into three indicators: Time Planning and Prioritization, Delegation of Tasks and Responsibilities, and Decision-Making and Task Coordination. Respondents rate each statement using a four-point Likert scale ranging from 1 (Once in a While) to 4 (Frequently). This section evaluates how effectively school heads manage their time, prioritize tasks, delegate responsibilities, and coordinate decisions to ensure efficient school operations.

The second section, titled Administrative Productivity and Teachers’ Satisfaction, contains 15 items grouped into three indicators: Administrative Productivity, Teachers’ Satisfaction, and School Climate and Cooperation. Respondents rate these statements using a five-point Likert scale from 1 (Very Low) to 5 (Very High). This part measures teachers’ perceptions of how leadership practices influence school efficiency, their sense of trust, motivation, and the overall work environment. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

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Sampling There were 20 female teacher-respondents that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter was provided to the Public-School District Supervisor, School Principal, and to the teachers under their supervision.

The researcher distributed the survey questionnaires to the school administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The data were collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

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The Simple Percentage and weighted mean was employed to determine the Time Management and Delegation Practices of School Heads on Administrative Productivity and Teachers' Satisfaction.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between Time Management and Delegation Practices of School Heads on Administrative Productivity and Teachers' Satisfaction.

RESULTS AND DISCUSSION

TABLE 1

TIME MANAGEMENT AND DELEGATION PRACTICES OF SCHOOL HEADS

Dimension	Indicator	Weighted Mean	Interpretation
Time Planning and Prioritization	The school head prepares a clear schedule to manage daily tasks efficiently.	3.05	Fairly Often
	The school head prioritizes important administrative duties before less urgent tasks.	3.00	Fairly Often
	The school head allocates enough time for planning and supervision of school programs.	3.05	Fairly Often

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Dimension	Indicator	Weighted Mean	Interpretation
	The school head minimizes time wasted on unnecessary activities or meetings.	3.10	Fairly Often
	The school head regularly reviews and adjusts schedules to meet deadlines effectively.	3.20	Fairly Often
	Dimension Mean	3.08	Fairly Often
Delegation of Tasks and Responsibilities	The school head assigns specific tasks to staff based on their skills and strengths.	3.30	Frequently
	The school head clearly communicates delegated tasks and expected outcomes.	3.25	Fairly Often
	The school head provides teachers with authority and trust to accomplish delegated duties.	3.30	Frequently
	The school head regularly monitors progress and provides feedback on delegated tasks.	3.35	Frequently
	The school head acknowledges and appreciates teachers' efforts in completing assigned tasks.	3.20	Fairly Often
	Dimension Mean	3.28	Frequently

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Dimension	Indicator	Weighted Mean	Interpretation
Decision-Making and Task Coordination	The school head encourages collaborative decision-making among staff members.	3.20	Fairly Often
	The school head ensures that all delegated tasks align with the school's goals and priorities.	3.30	Frequently
	The school head coordinates effectively with teachers to prevent duplication of work.	3.20	Fairly Often
	The school head responds promptly to administrative issues that require decisions.	3.25	Fairly Often
	The school head ensures smooth communication and task coordination within the school.	3.30	Frequently
	Dimension Mean		3.25
Grand Mean		3.20	Fairly Often

Legend (4-Point Likert Scale)

- 3.26 – 4.00 = Frequently
- 2.51 – 3.25 = Fairly Often
- 1.76 – 2.50 = Sometimes

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- 1.00 – 1.75 = Once in a While

This table presents the Time Management and Delegation Practices of School Heads, highlighting the respondents' assessment across three key dimensions: Time Planning and Prioritization, Delegation of Tasks and Responsibilities, and Decision-Making and Task Coordination. The results are measured using weighted mean scores and corresponding qualitative interpretations based on a four-point Likert scale. The table provides a comprehensive view of how often school heads practice effective time management and delegation strategies in the performance of their administrative duties.

In the dimension of Time Planning and Prioritization, all indicators were interpreted as Fairly Often, with a dimension mean of 3.08. Specifically, preparing a clear schedule (3.05), prioritizing important administrative duties (3.00), allocating enough time for planning and supervision (3.05), minimizing time wasted on unnecessary activities (3.10), and regularly reviewing and adjusting schedules (3.20) were consistently practiced fairly often. Among these, regularly reviewing and adjusting schedules obtained the highest weighted mean (3.20), while prioritizing important duties received the lowest (3.00). These results indicate that while school heads demonstrate consistent planning behaviors, there remains room to strengthen systematic prioritization and time optimization strategies.

For Delegation of Tasks and Responsibilities, the dimension mean was 3.28, interpreted as Frequently. Assigning tasks based on staff skills (3.30), providing authority and trust (3.30), and monitoring progress with feedback (3.35) were rated Frequently, with

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monitoring progress receiving the highest mean in this dimension. Meanwhile, clearly communicating delegated tasks (3.25) and acknowledging teachers' efforts (3.20) were interpreted as Fairly Often. In the dimension of Decision-Making and Task Coordination, the overall mean was 3.25, interpreted as Fairly Often. Ensuring alignment of delegated tasks with school goals (3.30) and ensuring smooth communication and coordination (3.30) were rated Frequently, while encouraging collaborative decision-making (3.20), coordinating to prevent duplication of work (3.20), and responding promptly to administrative issues (3.25) were rated Fairly Often.

Overall, the grand mean of 3.20, interpreted as Fairly Often, indicates that school heads generally practice time management and delegation strategies at a consistent but not yet optimal level. The result implies that while delegation practices are frequently demonstrated—particularly in assigning tasks and monitoring progress—time planning and collaborative coordination are only fairly often practiced. This suggests that school heads possess foundational managerial competencies; however, strengthening structured prioritization, participative decision-making, and systematic time review processes may further enhance administrative effectiveness and organizational productivity.

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TABLE 2

ADMINISTRATIVE PRODUCTIVITY AND TEACHERS' SATISFACTION

Dimension	Indicator	Weighted Mean	Interpretation
Administrative Productivity	School operations and activities are carried out efficiently and on schedule.	3.55	High
	The school head's time management contributes to the timely completion of reports.	3.50	High
	Delegation of tasks among teachers leads to higher work efficiency.	3.60	High
	The school head effectively monitors school programs to ensure success.	3.50	High
	Administrative goals are achieved through systematic planning and delegation.	3.55	High
	Dimension Mean	3.54	High
Teachers' Satisfaction	Teachers feel trusted and valued when assigned leadership responsibilities.	3.55	High
	Teachers are satisfied with the fairness and clarity of delegated tasks.	3.60	High

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Dimension	Indicator	Weighted Mean	Interpretation
	The school head's time management creates a positive and less stressful work environment.	3.50	High
	Teachers feel motivated to perform better when leadership supports collaboration.	3.50	High
	The school's efficient management enhances teachers' overall job satisfaction.	3.55	High
	Dimension Mean	3.54	High
School Climate and Cooperation	Teachers and staff work collaboratively toward shared goals.	3.60	High
	The school head's leadership fosters mutual respect and teamwork.	3.55	High
	Open communication between school head and teachers enhances trust.	3.50	High
	Delegation encourages shared responsibility among teachers.	3.50	High
	A supportive and organized environment contributes to better school performance.	3.55	High
	Dimension Mean	3.54	High
Grand Mean		3.54	High

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Legend (5-Point Likert Scale)

- 4.21 – 5.00 = Very High
- 3.41 – 4.20 = High
- 2.61 – 3.40 = Neutral
- 1.81 – 2.60 = Low
- 1.00 – 1.80 = Very Low

This table presents the Administrative Productivity and Teachers' Satisfaction, showing the level of agreement of respondents across three dimensions: Administrative Productivity, Teachers' Satisfaction, and School Climate and Cooperation. The results are reflected through weighted mean scores and corresponding interpretations based on a five-point Likert scale. The table illustrates how time management and delegation practices of school heads translate into organizational outcomes and teachers' perceptions within the school setting.

Under the dimension of Administrative Productivity, all indicators were interpreted as High, with a dimension mean of 3.54. Specifically, school operations being carried out efficiently and on schedule (3.55), the school head's time management contributing to timely completion of reports (3.50), delegation of tasks leading to higher work efficiency (3.60), effective monitoring of school programs (3.50), and achievement of administrative goals through systematic planning and delegation (3.55) all received high ratings. The highest weighted mean in this dimension was delegation leading to higher work efficiency (3.60), while the lowest means were time management contributing to timely completion of reports (3.50) and effective monitoring of programs (3.50). These findings indicate that respondents

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strongly perceive administrative systems and leadership practices as productive and well-managed.

In the dimension of Teachers' Satisfaction, the overall mean was 3.54, interpreted as High. Teachers feeling trusted and valued when assigned leadership responsibilities (3.55), satisfaction with fairness and clarity of delegated tasks (3.60), the creation of a positive and less stressful work environment through time management (3.50), increased motivation due to collaborative leadership (3.50), and enhanced overall job satisfaction due to efficient management (3.55) were all rated high. Similarly, in the dimension of School Climate and Cooperation, the dimension mean was 3.54, also interpreted as High. Teachers and staff working collaboratively toward shared goals (3.60) received the highest rating, followed by leadership fostering mutual respect and teamwork (3.55), open communication enhancing trust (3.50), delegation encouraging shared responsibility (3.50), and a supportive and organized environment contributing to better performance (3.55). These consistent high ratings reflect a strong and positive organizational climate supported by effective leadership practices.

Overall, the grand mean of 3.54, interpreted as High, indicates that administrative productivity, teachers' satisfaction, and school climate are all strongly evident in the school setting. The result implies that effective time management and delegation practices of school heads significantly contribute to efficient school operations, timely accomplishment of reports, achievement of administrative goals, enhanced teacher motivation, fairness in task distribution, collaborative teamwork, open communication, shared responsibility, and a

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supportive work environment. The consistently high ratings across all indicators suggest that leadership practices positively influence both organizational performance and teachers' professional well-being.

TABLE III

CLASSROOM OBSERVATION TOOL (COT) – TEACHER PERFORMANCE

Indicator	Weighted Mean	Interpretation
Apply knowledge of content within and across curriculum teaching areas (1.1.2)	6.00	Outstanding
Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	5.45	Outstanding
Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	5.35	Outstanding
Manage classroom structure to engage learners in meaningful exploration, discovery and hands-on activities (2.3.2)	5.35	Outstanding
Manage learner behavior constructively using positive and non-violent discipline (2.6.2)	5.90	Outstanding
Use differentiated, developmentally appropriate learning experiences to address learners' needs (3.1.2)	5.65	Outstanding
Plan, manage and implement developmentally sequenced teaching and learning process (4.1.2)	5.45	Outstanding

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Indicator	Weighted Mean	Interpretation
Select, develop, organize and use appropriate teaching and learning resources, including ICT (4.5.2)	5.65	Outstanding
Design, select, organize and use diagnostic, formative and summative assessment strategies (5.1.2)	5.75	Outstanding
Grand Mean	5.55	Outstanding

Interpretation Scale (6-Point Likert)

- 5.50 – 6.00 = Outstanding
- 4.50 – 5.49 = Very Satisfactory
- 3.50 – 4.49 = Satisfactory
- 2.50 – 3.49 = Fairly Satisfactory
- 1.50 – 2.49 = Needs Improvement
- 1.00 – 1.49 = Poor

This table presents Classroom Observation Tool (COT) – Teacher Performance, which reflects the level of teachers’ performance across key indicators aligned with professional teaching standards. The results are measured using weighted mean scores and interpreted through a six-point Likert scale. The table highlights teachers’ competencies in content knowledge, instructional strategies, classroom management, assessment practices, and the integration of developmentally appropriate learning experiences.

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The findings reveal that all indicators were interpreted as Outstanding, demonstrating a very high level of teacher performance. The highest weighted mean was obtained in applying knowledge of content within and across curriculum teaching areas (6.00), followed by managing learner behavior constructively using positive and non-violent discipline (5.90), and designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies (5.75). Other indicators that received outstanding ratings include using differentiated and developmentally appropriate learning experiences (5.65), selecting and utilizing appropriate teaching and learning resources including ICT (5.65), using a range of teaching strategies that enhance literacy and numeracy skills (5.45), planning and implementing developmentally sequenced teaching and learning processes (5.45), applying strategies to develop critical and creative thinking skills (5.35), and managing classroom structure to engage learners in meaningful exploration and hands-on activities (5.35). These results indicate that teachers consistently demonstrate mastery in both pedagogical knowledge and instructional delivery.

Moreover, the consistency of outstanding ratings across all nine indicators suggests strong alignment with professional teaching standards and effective classroom practices. Teachers not only show expertise in content and pedagogy but also demonstrate competence in classroom organization, learner engagement, positive discipline, differentiated instruction, and comprehensive assessment strategies. The relatively high scores in behavior management (5.90) and assessment design (5.75) further indicate that teachers are capable of creating structured yet supportive learning environments while ensuring that student learning is

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properly measured and monitored.

Overall, the grand mean of 5.55, interpreted as Outstanding, indicates an exceptionally high level of teacher performance based on the Classroom Observation Tool (COT). The result implies that teachers consistently apply strong content knowledge, effective and varied teaching strategies, constructive classroom management, differentiated instruction, organized lesson implementation, appropriate use of resources including ICT, and comprehensive assessment methods. The uniformly outstanding ratings across all indicators demonstrate that instructional practices are highly effective and conducive to learner achievement, critical thinking development, positive behavior management, and meaningful engagement in the classroom.

TABLE 4
TEST OF RELATIONSHIP

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Time Management & Delegation Practices of School Heads and Administrative Productivity & Teachers' Satisfaction	0.87	10.32	0.404	Reject Ho	Significant Relationship (High)
Administrative Productivity & Teachers' Satisfaction	0.82	9.12	0.404	Reject Ho	Significant Relationship (High)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Time Management and Delegation Practices of School Heads and Administrative Productivity and Teachers' Satisfaction and Classroom Observation Tool (COT) Performance					

This table presents the Test of Relationship, showing the correlation between Time Management and Delegation Practices of School Heads and Administrative Productivity and Teachers' Satisfaction, as well as the relationship between Administrative Productivity and Teachers' Satisfaction and Classroom Observation Tool (COT) Performance. The relationships were measured using Pearson's *r*, with corresponding computed *t*-values compared against the critical table value at the 0.05 level of significance to determine whether the null hypothesis should be accepted or rejected.

The first set of variables, Time Management and Delegation Practices of School Heads and Administrative Productivity and Teachers' Satisfaction, yielded a Pearson *r* of 0.87, which indicates a very strong positive correlation. The computed *t*-value of 10.32 is significantly higher than the table value of 0.404 at the 0.05 level of significance. Since the computed value exceeded the critical value, the null hypothesis (*H*₀) was rejected. This means that there is a statistically significant and high relationship between school heads' managerial practices and both administrative productivity and teachers' satisfaction. The strength of the correlation suggests that improvements in time management and delegation practices are strongly associated with increased productivity and higher levels of teacher satisfaction.

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Similarly, the second set of variables, Administrative Productivity and Teachers' Satisfaction and Classroom Observation Tool (COT) Performance, obtained a Pearson r of 0.82, which also reflects a high positive correlation. The computed t -value of 9.12 exceeded the table value of 0.404, leading to the rejection of the null hypothesis. This indicates a statistically significant and high relationship between administrative productivity and teachers' satisfaction and teachers' classroom performance. The strong correlation suggests that schools characterized by efficient management systems and satisfied teachers are more likely to demonstrate outstanding instructional performance as measured through the COT.

Overall, the results reveal strong and statistically significant positive relationships among all correlated variables. With correlation coefficients of 0.87 and 0.82, both interpreted as high and significant, the findings clearly demonstrate interconnectedness between leadership practices, organizational outcomes, and teacher performance. The result implies that effective time management and delegation practices of school heads contribute directly to enhanced administrative productivity and teacher satisfaction, which in turn positively influence classroom performance. The rejection of both null hypotheses confirms that leadership practices, organizational climate, and instructional quality are significantly and positively related within the school setting.

CONCLUSION

Based on the results of this study, there is a strong and significant relationship between school heads' time management and delegation practices, administrative productivity, teachers' satisfaction, and classroom performance. The findings confirm that effective

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leadership practices positively influence organizational efficiency and teacher morale, which in turn enhance instructional performance. The rejection of the null hypotheses further establishes that leadership behavior, workplace climate, and teaching quality are closely interconnected. Overall, the study concludes that strengthening school heads' managerial competencies contributes substantially to improved school operations and higher levels of teacher effectiveness.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Teachers – The teacher should actively collaborate with school heads by implementing delegated tasks efficiently, participating in professional development programs, and applying effective instructional strategies to enhance classroom performance and learner outcomes.

School Heads – The school head should strengthen time management and delegation practices by prioritizing administrative tasks, monitoring progress consistently, providing clear guidance, and fostering a supportive work environment that promotes teacher satisfaction and productivity.

Public Schools District Supervisor – The Public Schools District Supervisor should provide continuous supervision, training, and mentorship to school heads, ensuring that leadership practices align with school improvement goals and that administrative systems are effectively implemented.

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Parents – The parent should actively support school programs and initiatives, collaborate with teachers in monitoring students’ learning progress, and participate in school activities to promote a positive and conducive learning environment.

Researcher – The researcher should use the study’s findings to develop workshops, training modules, or intervention programs that strengthen leadership and instructional practices, as well as disseminate results to inform policy and school-based decision-making.

Future Researchers – The future researcher should conduct similar studies in different contexts, expand the scope to include additional variables affecting school productivity and teacher performance, and explore longitudinal effects of leadership practices on student outcomes to further validate and build on the present study’s results.

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The author was born on October 3, 1988, in Lumang Bayan, Plaridel, Bulacan, Philippines. She earned her Bachelor's degree in Elementary Education with flying colors at Cebu Technological University–Daanbantayan Campus. During her high school and college years, she developed a strong interest in the field of supervision. She served as Editor-in-Chief of the school paper during her college days, where she was responsible for setting the overall editorial policy, giving final approval of all content, and managing the staff under the guidance of the School Paper Adviser. She also won First Place in Editorial Writing at the CTU Main Campus. These achievements greatly influenced her decision to pursue Administration and Supervision as her field of specialization for her master's degree. She is currently completing her Master of Arts in Education, major in Administration and Supervision, at Western Leyte College of Ormoc City.

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processes. She believes that effective supervision and proper management of school data are essential to informed decision-making, improved school performance, and the delivery of quality education.



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