SELF-MANAGEMENT SKILLS OF SCHOOL ADMINISTRATORS IN RELATION TO TEACHERS' PRODUCTIVITY IN PUBLIC ELEMENTARY SCHOOLS

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Abstract. This study was conducted to determine the relationship between the self-management skills of school administrators in relation to teachers' productivity of public elementary schools of District of Sta. Cruz South, Division of Davao del Sur, Digos City. The study used the non-experimental quantitative research design utilizing correlational method. The respondents were composed of 201 teachers in the public secondary schools using a simple random sampling. The statistical tools used were Mean, Pearson Product Moment Coefficient Correlation (Pearson r) and Regression Analysis. The level of self-management skills was oftentimes manifested by the school administrators. Meanwhile, the level of teachers' productivity of public elementary schools is oftentimes practiced by the teachers. There was a significant relationship between the self-management skills of school administrators in relation to teachers' productivity of public elementary schools. The domains of self-management skills of school administrators were significantly influenced the teachers' productivity of public elementary schools. It was also disclosed that the school administrators should assess their self-management skills in terms of stress management, time management, organizing skills, problem solving, decision making skill, and confidence so that they can make necessary refinement for improvement of the cited skills. It is mentioned in this study that self-management skills of school administrators and teachers' productivity of public elementary schools should be raised in a very high level. Therefore, this study suggests that the self-management skills of school administrators should be augmented to a very high level to facilitate the teachers' productivity of public elementary schools..

Keywords: Self-management skills; teachers' productivity; elementary school; Philippines

I. INTRODUCTION

Educational institutions across the world face mounting pressure to increase productivity despite constrained or declining fiscal resources. This persistent challenge has brought teacher productivity to the forefront of educational policy discussions, particularly because instructional quality is vital for student learning and school improvement [1]. While debates continue regarding the equity and feasibility of expecting teachers to do more with less, the reality remains that productivity will continue to influence educational priorities. In the Philippines, concerns about the efficiency and effectiveness of teachers especially in core subject areas such as English, Mathematics, and Science underscore the urgency of strengthening instructional competence [2].

Teachers today manage a wide range of responsibilities that extend far beyond classroom instruction. Their work includes lesson preparation, grading, assessment, attending professional development programs, and maintaining compliance with institutional requirements. Although teachers generally possess content knowledge, what remains a critical concern is the effectiveness of instructional delivery and the ability to assess, evaluate, and adjust teaching strategies for meaningful learning [3], [4]. These instructional challenges highlight the need to explore the factors that contribute to improved teacher productivity.

The Philippine Department of Education has recognized these challenges by identifying teacher efficiency and the capacity of school heads to provide technical assistance as top priorities. The role of principals has shifted toward instructional leadership, with a strong emphasis on enabling teachers to meet instructional goals and improve learning outcomes [5]. This shift reflects a broader understanding that teacher productivity is deeply interconnected with administrative leadership.

A growing body of literature highlights the importance of self-management skills in improving productivity in professional settings. Self-management involves regulating one's behavior, emotions, and work processes in a manner that enhances performance and well-being [6]. These skills allow individuals in leadership positions to respond effectively to organizational demands, maintain stability, and role-model productive work habits for the staff they supervise.

Stress management, one of the core components of self-management, plays a pivotal role in maintaining functionality and sound judgment. Prolonged stress negatively affects decision-making, problem-solving, and interpersonal interactions. Studies indicate that unmanaged stress can significantly hinder professional performance, making stress-reduction practices essential for effective school leadership [7], [8]. Effective stress management allows administrators to maintain composure, think clearly, and support teachers more effectively.

Time management is another essential skill for school leaders who must handle diverse tasks while supporting instructional improvement. Effective use of time requires setting priorities, organizing workloads, eliminating redundancies, and utilizing available resources efficiently. Research emphasizes that strong time management practices not only reduce stress but also improve workplace performance and decision-making [9], [10]. In schools, administrators who manage time well create structured environments that enable teachers to perform more productively.

Organizing skills further support effective school leadership by ensuring that resources, personnel, and instructional programs are strategically arranged to meet institutional goals. Organizational effectiveness depends on clear job design, a functional structure, and well-defined processes that allow staff to perform responsibilities efficiently [11], [12]. When applied successfully, good organizing skills reduce confusion, promote accountability, and enhance productivity across the school system.

Problem-solving skills are equally critical in managing the complex challenges that arise within schools. Effective leaders diagnose issues, analyze root causes, and implement appropriate solutions using logical and evidence-based approaches. Research on educational leadership identifies problem-solving as a core competency for leaders who wish to anticipate changes, challenge the status quo, and guide their institutions toward continuous improvement [13], [14]. These proactive leadership behaviors support teachers by providing clarity, direction, and responsive intervention.

Decision-making, closely linked to problem-solving, requires leaders to make timely and well-reasoned judgments based on available information and contextual demands. Effective decision-making is essential in school settings, where administrators must determine appropriate actions to support teachers, allocate resources, and manage instructional programs [15], [16]. Studies emphasize that leaders who exercise sound decision-making enhance school governance and strengthen teachers' ability to perform effectively.

The final dimension of self-management, confidence, strengthens administrators' capacity to lead with clarity, conviction, and resilience. Confidence allows leaders to motivate teachers, address challenges assertively, and foster a collaborative and supportive school culture [17]. High self-confidence has been shown to improve professional relationships and overall performance by empowering individuals to take initiative and manage responsibilities competently [18]. In school environments, these attributes contribute significantly to teacher morale and productivity.

Together, these six indicators stress management, time management, organizing skills, problem-solving, decision-making skills, and confidence form the foundation of self-management for school administrators. As the educational landscape becomes increasingly complex, these competencies are essential for guiding teachers, improving instructional performance, and supporting student learning. Examining the relationship between administrators' self-management skills and teachers' productivity is therefore critical to enhancing the overall effectiveness of public elementary schools.

II. RESEARCH METHODS

The present study employed a non-experimental quantitative research design using the correlational method to determine the degree of relationship between school administrators' self-management skills and teachers' productivity. As described by Travers, correlational research involves collecting quantifiable data to examine whether a relationship exists between variables of interest [18]. This approach is consistent with the study's objective of describing existing conditions without manipulating variables. The quantitative framework also ensured that responses were standardized, enabling statistical analysis of teachers' ratings on administrators' self-management skills and their own productivity. According to Adams, establishing measurable behavioral indicators strengthens the validity of quantitative research instruments, especially when assessing workplace behaviors such as time management and organizational competence [19].

The research respondents consisted of 160 teachers selected through simple random sampling from 13 public elementary schools in Sta. Cruz South District, Division of Davao del Sur. Sample distribution across schools was determined using Slovin's formula, ensuring proportional representation. The primary research instrument was a researcher-made questionnaire validated by three experts in Educational Management and pilot-tested to ensure reliability, yielding a Cronbach's alpha of 0.80. This aligns with Allio's assertion that measurement tools used in leadership and organizational studies must demonstrate reliability to support credible analysis of human behavior and leadership characteristics [20]. The questionnaire covered two major domains: (1) self-management skills of school administrators including Stress Management, Time Management, Organizing Skills, Problem Solving, Decision-Making Skill, and Confidence and (2) teachers' productivity indicators.

Data collection followed a systematic procedure that included securing approval from educational authorities, distributing

questionnaires personally to respondents, and retrieving 100% of administered instruments. Once collected, data were processed using three statistical tools: Mean to determine the level of self-management skills and teacher productivity, Pearson Product-Moment Correlation to test the significance of relationships between variables, and Regression Analysis to assess the predictive power of self-management skills on teachers' productivity. The use of correlation and regression aligns with the analytical recommendations of Arneson and Steve, who emphasize the importance of quantitative modeling in understanding organizational behaviors and operational efficiency [21]. These analyses provided the empirical basis for evaluating how administrators' self-management competencies influence teacher productivity within public elementary schools.

III. RESULTS AND DISCUSSION

The results revealed that school administrators demonstrated a high level of self-management skills, particularly in the area of stress management, with an overall mean of 4.12. Administrators frequently welcomed team suggestions, managed stress discreetly, and remained calm during pressured situations. These findings align with Goetz's assertion that stress directly affects cognitive balance and decision-making, emphasizing that unmanaged stress reduces the leader's capacity to make sound judgments [21]. Similarly, Glickman notes that administrators regularly face difficult situations requiring stable emotional regulation, reinforcing the importance of strong stress management for leadership effectiveness [22].

In terms of time management, administrators obtained a high overall mean of 4.07, indicating consistent use of strategies to prioritize tasks, maintain work–life balance, and observe time efficiently. This supports Fletcher's argument that effective planning is essential for leadership success, as unmanaged time results in inefficiency regardless of skill or intention [23]. Likewise, Oyserman explains that time management increases stakeholder coordination by delegating tasks appropriately and minimizing wasted effort within the school setting [24].

Administrators also exhibited high proficiency in organizing skills, earning a mean rating of 4.01. They demonstrated efficiency by organizing workspaces, scheduling tasks at peak productivity times, and minimizing interruptions. This supports Study.com's framework, which views organizing as a fundamental management function for clustering tasks, departments, and responsibilities effectively [25]. Additionally, Calagua and Tenally emphasize that organizational preparedness such as having needed information and tools in advance is crucial for maintaining workflow efficiency [26].

Findings regarding problem-solving skills indicated a high overall mean of 4.03. Administrators were able to assist teachers and students in identifying solutions, anticipate change, and address causes rather than symptoms. These results reinforce Allio's position that effective leaders must anticipate organizational changes and explore actionable interventions to guide their institutions [27]. Arneson and Steve similarly highlight that innovative leaders often challenge existing school norms to implement improvements more effectively [28].

The study also found that decision-making skills were manifested at a high level, though with a comparatively lower overall mean of 3.34. Administrators supported parent involvement, respected parent concerns, and facilitated participatory governance. Vroom and Perry assert that decision-making is a core leadership function requiring fairness, decisiveness, and objectivity, especially in educational contexts [29]. Stoner and Yukl further emphasize that decision-making styles must adapt to situational demands, distinguishing between programmed and non-programmed decisions for optimal leadership outcomes [30].

Results for confidence, another dimension of self-management, revealed a high but modest mean of 3.37. Administrators encouraged peer learning, allowed teachers to self-nominate for tasks, and fostered environments where individuals felt comfortable expressing ideas. These findings reflect Bluestein's view that confidence enables individuals to rely on their strengths and function effectively even under challenging circumstances [31]. Cueto adds that self-confidence is deeply shaped by professional experiences and strongly influences personal motivation and performance [32].

The overall summary of self-management skills across all dimensions displayed a combined mean of 3.82, indicating that administrators consistently demonstrated strong self-management competencies. These findings correspond with Marcus Buckingham's perspective that self-management skills are essential for workplace productivity because they influence communication, decision quality, and time efficiency [33]. He further stresses that strong self-management fosters a positive work environment that encourages teamwork and sustained motivation [34].

Teachers' productivity in content knowledge and pedagogy was also high, with a mean of 3.76. Teachers effectively applied content knowledge, used ICT tools, and promoted critical thinking. Study.com describes pedagogical content knowledge as a synthesis between knowing a subject and knowing how to teach it, emphasizing that teachers must integrate both dimensions for effective instruction [35]. Calagua and Tenally similarly highlight the role of effective representations, analogies, and demonstrations in enhancing pedagogy [36].

In evaluating the learning environment, teachers obtained a high mean of 3.91, indicating competence in ensuring safety, supporting learner participation, and managing classroom behavior. Antofina states that learning environments depend significantly on institutional culture, including behavioral norms and organizational structures [37]. Cueto adds that learning takes place across varied physical and cultural settings, making flexible and responsive environments essential for student success [38].

Teachers' productivity in addressing diversity of learners earned a mean of 3.47. Teachers considered linguistic, cultural, socio-economic, and religious backgrounds while supporting diverse learner needs. Williamson and Blackburn argue that learner identities are multifaceted, and effective instruction must accommodate individual differences across demographic and experiential

dimensions [39]. Lewis emphasizes that diversity encompasses a broad spectrum of characteristics, requiring teachers to adapt instruction to meet learners' unique needs [40].

Regarding curriculum and planning, teachers showed a high level of proficiency with a mean of 3.93. They aligned learning outcomes with competencies, ensured relevance of learning programs, and collaborated professionally. Tomlinson notes that curriculum planning requires aligning intended outcomes, assessments, and pedagogical methods across a coherent structure [41]. Yee emphasizes that curriculum design must preserve alignment with long-term educational goals while remaining adaptable to contextual needs [42].

In the dimension of assessment and reporting, teachers demonstrated a high proficiency level with a mean of 4.12. They used assessment tools effectively, monitored learner progress, and provided constructive feedback. Sheldrick explains that assessment informs judgments about student learning and guides instructional adjustments needed for improved outcomes [43]. Heaggart likewise highlights reporting as a key mechanism for engaging stakeholders and enhancing transparency in educational processes [44].

Teachers' performance in community linkages and professional engagement was also high, with a mean of 4.04. Teachers engaged parents, collaborated with community agencies, and upheld professional ethics. Lutucan asserts that continued engagement in professional practice strengthens teachers' relevance and effectiveness [45]. Hughes further explains that community linkages serve as partnerships that supplement institutional capacity, improving support systems for students and families [46].

Table 1. Summary on Self-Management Skills of School Administrators

No.	Statements	Mean X̄	Descriptive Equivalent
1.	Stress Management	4.12	High
2.	Time Management	4.07	High
3.	Organizing Skills	4.01	High
4.	Problem Solving	4.03	High
5.	Decision Making Skill	3.34	High
6.	Confidence	3.37	High
	Overall Mean	**3.82**	**High**

In terms of personal growth and professional development, teachers displayed a high mean of 4.01. Teachers conducted reflective practice, applied teaching philosophies, and set professional goals. Salazar describes personal development as cultivating talents, building human capital, and enhancing identity for long-term effectiveness [47]. Zoletal adds that professional development equips teachers with competencies needed to meet evolving classroom demands [48].

A summary of all teacher productivity dimensions showed an overall high mean of 3.89, indicating strong performance in pedagogy, environment management, diversity handling, curriculum design, and professional engagement. Pajares argues that teacher productivity drives motivation, perseverance, and overall achievement among learners [49]. Peer, drawing from Bandura's theory, reinforces that perceived competence fuels stronger commitment and academic success [50].

Correlation analysis showed a significant relationship between administrators' self-management skills and teachers' productivity, with an r-value of .725 and p-value of .000. Morgenstern states that self-management enhances individual performance and productivity across professional roles [51]. Nair similarly argues that capacity-building efforts aimed at self-management lead to improved instructional effectiveness and learning outcomes [52].

Regression analysis further revealed a significant influence of administrators' self-management on teacher productivity, with R^2 = .949, indicating that 94.9% of the variability in teacher productivity is accounted for by administrators' self-management skills. McGowan emphasizes that school leaders' self-management directly affects teacher performance by shaping work environments and support systems [53]. Oyserman adds that developing strong self-management among leaders fosters conditions that enable higher productivity within organizations [54].

IV. CONCLUSION

Based on the overall findings of this research, the following conclusions are drawn: The teachers of the selected schools from 13 schools of Sta. Cruz South District, Division of Davao del Sur, Digos City achieved a high level on self-management skills of school administrators from the six indicators. It means that the self-management skills is oftentimes manifested by the school administrators. In the teachers' productivity in public elementary schools obtained a high level from the seven indicators. It means that the teachers' productivity have oftentimes observed by the teachers. There is a significant relationship between the self-management skills of school administrators and teachers' productivity in public elementary schools. This implies that administrators who have a high level on Strategic Self-Management Skills would also increase the Teachers' Productivity in Public

Elementary Schools. Likewise there is a significant influence of the domains of the self-management skills of school administrators to the teachers' productivity in public elementary schools. This indicates that Strategic Self-Management Skills of School Administrators have a great impact on the Teachers' Productivity in Public Elementary Schools. This chapter displayed the conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made. The schools administrators should assess their self-management skills in terms of stress management, time management, organizing skills, problem solving, decision making skill, and confidence so that from there they can make a necessary refinement for the amelioration of the cited skills. It is stipulated in this study that self-management skills of school administrators and Teachers' Productivity should be raised in a very high level. The school heads shall be consistent at all times in implementing the Department of Education thrust, programs and policies that would motivate teachers to do their tasks or assignments and shall have a clear strategic plan in leading the school as an instructional leader that would significantly affect on the Teachers' Productivity. It is mentioned in this study that the Teachers' Productivity in terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development shall be evaluated to make necessary improvement and should be escalated to a very high level. The future researchers shall conduct a study on the Self-Management Skills of School Administrators and Teachers' Productivity in Public Elementary Schools for other districts to further understand the relationships between strategic self-management skills of school administrators and teachers' productivity in public elementary schools that play a significant role in instructional development.

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